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ABSTRACT

The report describes IMPACT (Instructional Management Program to Advance Curriculum Training), a program designed to provide graduate students in vocational and career education with curriculum development and revision skills. The first of seven chapters of the report describes the project with respect to the need for curriculum specialists, some beliefs about the training of curriculum development specialists, competencies needed by curriculum specialists, and teaching-learning strategies for achieving curriculum competencies. Chapter 2, program of activity, lists program courses; provides a class meeting schedule and unit plans for administration and supervision of occupational education, evaluating and designing occupational and career education materials and programs, and inservice education and curriculum change; and includes a bibliography. Chapter 3 lists and describes the project participants. Chapter 4, resource persons, deals with guest lecturers, third party evaluators, and intern supervisors. Chapter 5, program materials, provides assignment sheets and other program forms; forms often encountered in curriculum development; suggestions for curriculum development in the affective, cognitive, and psychomotor domains; and guidelines for the equal treatment of the sexes. Chapter 6, evaluation data, covers evaluation of speakers, off-campus visitations, class projects, and interns. The final chapter contains recommendations for future programs to prepare curriculum specialists. (JR)

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ED112061

FINAL REPORT

IMPACT

Instructional Management Program to Advance Curriculum Training in Vocational/Career Education

an EPDA 553 Program

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

Dr. Marla Peterson
The Center for Educational Studies
School of Education
Eastern Illinois University
Charleston, Illinois 61920

in Cooperation with
Professional and Curriculum Development Unit
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
Illinois Office of Education
Springfield, Illinois

Contract #PCE--A5--027

August 25, 1975

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ABSTRACT

Illinois
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
Illinois Office of Education
Springfield, Illinois 62706

Sherwood Dees, State Director
Telephone: 217 782-4870

Charles Hempstead, EPDA Projects Director
Telephone: 217 782-7084

Contract #PCE--A5--027
Instructional Management Program to Advance Curriculum Training in Vocational/Career Education

1. Institution or agency: Eastern Illinois University, Charleston, Illinois

2. Director: Marla Peterson

3. Objectives: To develop and implement a university-based program which will provide EPDA 553 participants with the necessary skills, knowledges, and competencies required of a person in the development of new curriculum or involved in the rewriting, revising, or updating of existing curricula.

   To recruit, enroll, and train ten graduate students in the program so that they have attained the necessary competencies by September 1975.

   To train competent curriculum development specialists while the project is in progress.

   To develop a program that is flexible and adaptable to institutional structure and instructional patterns.

   To develop a program which allows for the diversity found in individuals who will enter the program and which provides for the diversity of tasks identified with curriculum design and development positions.

4. Site and dates of training activities scheduled: Primary location for training activities was at Eastern Illinois University with fifteen school districts serving as sites at which internship activities were conducted. Duration of the project was from August 26, 1974 to August 25, 1975.

5. Description: Participants completed from 14 to 17 hours of course work in curriculum areas and vocational/career education areas, participated in an internship in a curriculum-based setting, and planned, organized, and conducted an inservice activity on curriculum design for career education.

6. Evaluation strategies: Self-assessment, observation, standardized testing, and evaluation by competency were all used as evaluation strategies.

7. Products expected: Ten graduates of the program who are prepared to operate in a variety of settings associated with teaching, counseling, and administration.

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CHAPTER I

THE IMPACT PROJECT

The Need for Curriculum Specialists in Vocational-Technical Education and Career Education

The number of professionally competent curriculum specialists is very limited. Until many more such persons become available, the total program of quality curriculum development for vocational-technical education and career education will be prevented from expanding at any appreciable rate.

Within the past several years, several curriculum-related trends have been occurring:

1. Regional curriculum laboratories have been established by the Bureau of Adult, Vocational, and Technical Education, United States Office of Education and are a part of the National Network for Curriculum Coordination in Vocational and Technical Education.

2. State and local school agencies have established career education and vocational-technical education curriculum resource centers.

3. Career education exemplary programs which were funded under Part C and Part D monies of the Vocational Education Act frequently included materials development tasks. About 150 of these instructional units were recently screened by evaluation committees and were duplicated and disseminated to schools throughout the nation. However, during their development, many of these units were not subjected to rigorous evaluation and testing procedures--a vital component of curriculum development.

4. Career education as it relates to vocational-technical education curriculum development has drawn considerable attention.

5. Redirection of education in the career education mode has been hampered by the lack of expertise in curriculum development.

6. Individualizing and humanizing of the curriculum for career education and vocational-technical education has become a major concern.

7. Competency-based instruction has become a major trend in American education.

None of these trends can reach full impact until people are trained in the sophisticated process of curriculum development. Professional personnel are needed who can develop, implement, and evaluate instructional systems.

Roman Pucinski, in a recent speech to the Illinois Vocational Association, remarked that, "The last one-third of the century belongs to vocational education." Never before has career education and vocational-technical education been presented with such an opportunity. It is an exciting time--a time that calls for creativity, openess to change, and dynamic leadership. Now career education and vocational education can move toward each other to provide the very best type of learning experiences.

Vocational-technical education and career education needs curriculum specialists who can think toward the future. It is true that some of the recent emphasis on futurism has been labeled as fadism. However, "Not to accept the challenges and dangers of deliberately designing the future can be disastrous. Arbitrary cultural drift leaves us at the mercies of unknown evolutionary accidents and social mutations which are very bit as fearsome as the predictable catastrophies we may very well consciously heap upon ourselves."[1]

Training of curriculum specialists who can respond systematically and imaginatively to vocational and career education curriculum development needs is not a matter of a few short conferences but entails a planned program of advanced study in conjunction with some type of internship. Materials need to be developed which can be used to train curriculum specialists and installation strategies have to be devised.

The problem, then, is that there is an acute need for curriculum specialists in vocational-technical and career education. Training programs with concomitant instructional materials for preparing curriculum specialists and installation strategies need to be devised.

During the 1974-75 academic year, with funds provided by the Illinois Division of Vocational and Technical Education under the auspices of the Education Professions Development Act, Eastern Illinois University inaugurated a program to prepare ten curriculum specialists in vocational and career education. The program was designed for the graduate school level and was known as the IMPACT (Instructional Management Program to Advance Curriculum Training) Project.

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[1]Willers, Jack. "The Quality of Life in the Seventies and Implications for Vocational Teacher Education." Changing the Role of Vocational Teacher Education. Rupert N. Evans and David R. Terry, Editors. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1971, p. i.

Some Beliefs About the Training of Curriculum Development Specialists in Vocational-Technical Education and Career Education

The first several weeks of most research and development projects are usually devoted to establishing parameters, outlining feasibility criteria, determining roles of staff members, and probably the most important thing of all--examining basic beliefs about the philosophical foundation upon which the project is to be built. The following curriculum development beliefs were subjected to critical examination:

1. Classification schemes such as the Cognitive-Affective-Psychomotor categories for classifying behavorial objectives are needed by curriculum developers in order to analyze, abstract, and cope with the multiplicity of complex experiences which are involved in learning processes. However, curriculum developers must realize that the objectives which lend themselves to discrete categories do not always occur in discrete sections of human performance. Mind, emotion, and body work together as certain objectives are reached simultaneously.

2. Curriculum specialists must be provided with the necessary background so that they can develop programs which provide for vocational flexibility, a scientific alertness to evolving problems, and the ability to control social change. Vocational education programs should not merely reflect the characteristics of contemporary life, but to some extent should shape and redefine these characteristics.

3. Curriculum specialist must lead the way in providing programs where the primary concern of teachers is not in reproducing themselves by instructing in a skilled craft alone, but rather to facilitate self-learning for career development. As Jack Willers has so aptly stated,

> Those who best survive the future will consider themselves (as do those today who are achieving the greatest success) not so much as persons who have a certain role to do a particular job, but as persons involved in the experiences and the processes that result in an extension of themselves along a time-space continum of interrelationships, renewal, and reconstruction.[2]

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[2] Ibid., p. 10.

4. Curriculum specialists, through programs they help develop, must assist in redefining the term "skill." The vocational educator can no longer assume that he has provided a lifetime gift by teaching the student to perform a specific set of skills. In fact, training in this traditional sense probably prepares students for vocational obsolescence, economic disappointment, and disillusionment. Drucker insists that, "Instead of being what one has learned, skill will have to become the capacity to learn, that is, to apply ideas regarding work to new tasks."[3] Curriculum specialists must help define the common core of skills which focus on the coping behaviors that are needed to prepare the flexible, adaptive individual.

5. Past attempts at training vocational-technical education personnel in curriculum development areas have often been short-term in nature and have often focused on the writing of behavorial objectives. While objective writing skills are improtant, the thought processes involved in determining what is to be taught is also extremely important. Too little time has been spent on arriving at what is to be taught in vocational-technical education programs. Arriving at program content is a multi-dimensional task that involves understanding of changing economic, political, and general social conditions such as the energy crisis, crisis with respect to moral-ethical values, mobility of the population, population density in urban areas, job boredom, questioning of old values related to sex roles and behaviors, pollution of the environment, polarization of the affluent and the poor, etc. In other words, the values of vocational education must be reevaluated.

Competencies Needed by Curriculum Specialists in Vocational-Technical Education and Career Education

There are many questions which need to be asked relative to the professional tasks of vocational education and career education curriculum specialists: What important tasks are curriculum specialists in vocational education and career education now performing well that they should continue to perform and what tasks need to be performed that are not now being performed well? Considering the great variety of situations into which a curriculum specialist might go, is there enough unity to the field to constitute a basis for a field of professional work or study, and if so, what are the central elements or competencies? Is it possible and/or useful to distinguish between specialists in

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[3]Drucker, Peter F. The Age of Discontinuity. New York: Harper and Row, 1970, p. 339.

curriculum and those in teaching, evaluation, and administration of vocational and career education programs? What sorts of new or revised institutional arrangements would be needed to carry on a program in the training of curriculum specialists? What sort of professional preparation would be required to perform these activities and play a curriculum role effectively?

Curriculum development requires multiple competencies. In 1969 participants at the National Conference for the study of Curriculum Development in Vocational and Technical Education listed the following competencies which the curriculum development specialist must possess:

--Have the ability to organize and coordinate the work of a team in a manner that will produce an effective curriculum.

--Have a knowledge of the various theories related to curriculum development, possess the ability to compare and analyze different theories, and be able to create adaptations for use in vocational-technical education.

--Have the capability for diagnosing the present and projected needs of the learner. (The diagnosis may entail occupational and job analysis; a complex extrapolation of economic trends; a survey of employment opportunities; or research designed to identify factors affecting the total development of the learner, including his ability to function effectively as a member of his family and community.)

--Have the ability to make competent judgments as to the validity and importance of content material. (In this area he must have the ability to use effectively representative advisory groups in determining the essentiality of content material and the validity of objectives.)

--Have a comprehensive understanding of the sociological and psychological principles of learning. (Of greater importance is the necessity for a thorough understanding of the application of these principles to the varied needs of a diverse learning group.)

--Have the ability to develop objectives in behavioral terms. (To be effective, the curriculum specialist must interpret performance goals in ways that communicate the intent of the program to all concerned.)

--Have the capability to organize content and learning processes into sequential activities that facilitate the achievement of objectives.

--Have the ability to develop procedures for measuring the learner's progress and for providing the learner with feedback.

--Have the ability to translate objectives and instructional procedures into plans for materials and facilities.

--Have the ability to design and conduct research programs which will assist in testing and evaluating the materials in terms of the end results.

--Have the acumen and be acquainted with the dynamics of social-political action in order to implement curriculum change and thereby overcome inertia or resistance to change.

These general competencies served as a starting base for the development and refenement of more precise competencies that are needed by vocational education and career education curriculum specialists. Three broad areas of competencies emerged:

1.0 Administration and Supervision of Vocational Education

2.0 Evaluating and designing Vocational and Career Education Materials and Programs

3.0 Inservice Education and Curriculum Change

Specific competencies were developed for each of the broad areas:

1.0 ADMINISTRATION AND SUPERVISION OF VOCATIONAL EDUCATION COMPETENCIES NEEDED BY CURRICULUM SPECIALISTS

1.1 Program Identification

1.12 Define vocational education, occupational education, career education, pre-vocational education, postsecondary education, and adult education.

1.13 Appraise the value of general education to vocational students.

1.14 Assess program direction in light of criteria provided through organizational patterns at the state and federal level.

1.15 Verbalize the economic implications of vocational education.

1.16 Identify employment trends at the local, state, regional, and national level.

1.2 Program Development

1.21 List at least six dimensions of career development that should be con-

sidered when organizing an elementary school career education program.

1.22 List at least six dimensions of career development that should be considered when organizing a junior high school/middle school career education/exploration program.

1.23 List the major goals commonly used, instructional practices, youth organizations, and facility requirements for business and office, health, agriculture, industrial arts, trade and industrial, distributive, and home economics education.

1.3 Guidance, Counseling, Placement, and Followup

1.31 Interpret the role of guidance, counseling, and placement in vocational/career education.

1.32 Determine the need for followup study questionnaires.

1.33 Design a concise, clear followup plan which will furnish needed data and that is brief enough that participants will complete and return the instrument.

1.4 Postsecondary and Adult Education

1.41 Identify the major educational emphases of junior and community colleges.

1.42 Identify at least three articulation problems that often occur between secondary institutions.

1.43 Formulate a philosophy of adult education.

1.5 Persons With Special Needs

1.51 Identify some of the vocational education/career education needs that are unique to disadvantaged students.

1.52 Identify some of the vocational education/career education needs that are unique to special education students.

1.53 Identify some of the vocational program needs that are unique to correctional institutions.

1.6 Community Involvement

1.61 Identify the makeup of the community before planning a program of school-community relations.

1.0 ADMINISTRATION AND SUPERVISION OF VOCATIONAL EDUCATION COMPETENCIES NEEDED BY CURRICULUM SPECIALISTS (CONTINUED)

1.62 Establish criteria for selecting advisory committee members.

1.63 Identify the role and function of an advisory committee and orient the committee to that role and function.

1.7 Legislation

1.71 Interpret and apply federal legislation related to vocational education.

1.72 Describe each of the TITLES in the proposed vocational education legislation.

1.73 Know the difference between authorization and appropriation.

1.8 Fiscal Management

1.81 Analyze capital outlay and projected funds needed to begin and continue a new vocational/career education course or program.

1.82 Prepare a long-range budget which projects the financial needs of a total vocational/career education program.

1.83 Prepare budgets based on anticipated incomes from federal, state, and local sources.

1.84 Evaluate alternative instructional avenues in terms of benefits vs. costs.

1.9 Personnel Management

1.91 Cooperate with fellow administrators in educational planning and decision making at the local level.

1.92 Foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.

1.93 Delegate authority to units or individuals nearest the point where the action takes place.

1.94 Explain to staff members in an objective manner where they are most qualified and where they are most lacking.

1.0 ADMINISTRATION AND SUPERVISION OF VOCATIONAL EDUCATION COMPETENCIES NEEDED BY CURRICULUM SPECIALISTS (CONTINUED)

1.10 Synthesizing

1.10.1 Write general objectives for a K-Adult vocational education/career education program.

2.0 EVALUATING AND DESIGNING OCCUPATIONAL AND CAREER EDUCATION MATERIALS AND PROGRAMS

2.1 Curriculum Development Theory and Philosophy

2.11 Write a personal philosophy of curriculum development in relation to the five commonly accepted curriculum development orientations:

(1) the development of cognitive processes
(2) curriculum as technology
(3) curriculum as self-actualization
(4) social reconstruction-relevance
(5) academic rationalism

2.12 List at least three needs that should receive priority in the development or revision of vocational and career education programs.

2.2 Individualizing Instruction

2.21 Recall the components of an individualized instruction program.

2.22 Identify the criteria of an individualized instructional program.

2.23 Conduct a task analysis of one job.

2.3 Performance/Behavioral Objectives

2.31 Identify the difference between goals, teaching objectives, performance objectives, and testing objectives.

2.32 Write five performance objectives and their testing objectives for an instructional topic of your choice.

2.33 Label the objectives prepared in 2.32 according to cognitive, affective, or psychomotor domain.

2.34 Label each objective prepared in 2.32 according to the level of difficulty

2.0 EVALUATING AND DESIGNING OCCUPATIONAL AND CAREER EDUCATION MATERIALS AND PROGRAMS (CONTINUED)

as presented by the Bloom and Simpson taxonomies.

2.4 Standardized and Criterion Referenced Testing

2.41 Identify the difference between standardized tests and criterion referenced tests.

2.42 Write at least two multiple choice, two completion, and two performance criterion-referenced test items for an instructional topic of your choice.

2.5 Instructional Materials Evaluation

2.51 List three sources for good vocational education/career education evaluation instruments for courses, programs, and instructional materials.

2.52 Critique two or three selected instructional materials in depth for sex, ethnic group, and age stereotyping.

2.53 Critique and rewrite, using criteria for evaluating "good" instructional materials, one vocational/career education curriculum guide and one set of vocational education/career education commercial materials.

2.54 Use criteria for evaluating vocational education/career education commercial materials to classify and rate at least five sets of materials.

2.6 Student Learning Guides

2.61 Identify the components of an individualized student learning guide.

2.62 Given an objective and a sample test item, write a learning guide for the objective.

2.7 Program Evaluation

2.71 Know the evaluation requirements, plans, guidelines, formats, and state policies to identify what evaluation records are required by the state department of vocational education.

2.72 List some common institutional requirements that affect evaluation practices.

2.0 EVALUATING AND DESIGNING OCCUPATIONAL AND CAREER EDUCATION MATERIALS AND PROGRAMS (CONTINUED)

2.73 Determine whether conclusions regarding students served, occupational programs, administrative organization, personnel objectives, evaluation, resources utilized, and guidance services are true or false according to the current state evaluation report of vocational education.

2.8 Program Articulation

2.81 List at least ten questions regarding "sequence" that should be asked when designing occupational education/career education programs.

2.82 List at least ten questions regarding "scope" that should be asked when designing occupational education/career education programs.

2.83 Identify the difference between teacher and student correlations.

2.84 Identify the difference between each of the following: basic correlation, review correlation, and extension correlation.

2.85 Identify two approaches to correlating objectives and materials.

2.86 Correlate an objective to materials in a classroom.

2.9 Instructional and Materials Management Systems

2.91 Identify the differences between a traditional management system and an instructional management system.

2.92 Identify the components of a management system.

2.93 Identify the criteria for each component of an instructional management system.

2.94 Identify the potential problems a student would encounter managing instructional materials.

2.95 Identify the parameters of a materials management system.

2.96 Identify the guidelines you will use in developing a materials management system.

2.0 EVALUATING AND DESIGNING OCCUPATIONAL AND CAREER EDUCATION MATERIALS AND PROGRAMS (CONTINUED)

2.10 Synthesizing

2.10.1 Develop plans for a course or program, using the four phases of the instructional systems development process: 1) specifying system objectives, 2) developing the preliminary system design, 3) developing, testing, and revising the system, and 4) installing and field testing the system.

2.10.2 Develop a plan for a course or program evaluation.

3.0 INSERVICE EDUCATION AND CURRICULUM CHANGE

3.1 Types of Change

3.11 List and define the five different levels of change as proposed by Chin.

3.12 Determine which levels of change are likely to occur during first-year efforts to make a programmatic change.

3.2 Strategies for Planning Inservice Training/Professional Development Activities

3.21 Determine the purpose of conducting a specific inservice/professional development workshop on curriculum development in vocational education/career education.

3.22 Determine the goals and objectives for conducting a specific inservice/professional development workshop on curriculum development in vocational education/career education.

3.23 Outline the procedures that are to be completed prior to the conducting of a specific inservice/professional development workshop on vocational education/career education.

3.24 Prepare an announcement that will be sent to teachers which describes a specific upcoming inservice/professional development workshop on curriculum development in vocational education/career education.

3.0 INSERVICE EDUCATION AND CURRICULUM CHANGE (CONTINUED)

3.3 Strategies for Conducting Inservice Training/Professional Development Activities

3.31 Observe and evaluate an inservice education workshop.

3.32 Analyze at least three school programs that have recently made curricular changes to determine what strategies caused the changes to occur.

3.33 List sources of inservice training materials and resources for teachers.

3.34 Determine program format for a specific inservice/professional development workshop.

3.4 Strategies for Evaluating Inservice Training/Professional Development Activities

3.41 Prepare a file of pretest and posttest assessment instruments that could be used for evaluating inservice/professional development activities.

3.42 Prepare an evaluation plan for a specific inservice/professional development workshop on curriculum development in vocational education/career education.

3.5 Synthesizing

3.51 Plan, conduct and evaluate a specific inservice/professional development workshop on curriculum development in vocational education/career education.

Teaching-Learning Strategies for Achieving Curriculum Competencies in Vocational-Technical Education and Career Education

Once the competencies that are needed by curriculum specialists were identified, teaching-learning strategies had to be devised. Some of the competencies can be learned through a lecture approach. However, many of the competencies call for other types of teaching-learning strategies. Three strategies which were very effective were: (1) the issuance of a Request for Proposal (RFP) on the development and conducting of a curriculum development workshop, (2) internships at career education and vocational education curriculum development sites, and (3) visitations to alternative education programs in public schools.

Teaching-Learning Strategies for Achieving Curriculum Competencies in Vocational-Technical Education and Career Education (Continued)

Curriculum specialists are often charged with the responsibility of responding to requests for proposals from external funding agencies. An RFP was prepared by the instructor and all ten program participants responded to the proposal. A team of three external evaluators reviewed the proposals and selected one for funding. After the best proposal was selected, all ten participants worked to implement the proposal.

The issuance of the RFP was more than a simulation. Actual proposal writing guidelines from the Illinois Division of Vocational and Technical Education were used by participants. The proposal writers were taught how to state the problem, write objectives, prepare Program and Evaluation Review Technique (PERT) charts, develop evaluation designs, and prepare budgets. All of these activities were done with the knowledge that one proposal was going to be funded and implemented. Perhaps the realism of this activity was internalized when the participants wanted to know what grade they received on their proposal. They were shocked when the instructor said, "None--your proposal either got funded or it didn't." Competency-based education had finally become a reality.

Internships for a curriculum specialist program ought to be focused on some phase of curriculum development. Career education and vocational education change that is taking place in Illinois afforded many opportunities for the participants to intern in exciting settings. Some of the settings included:

1. The Cumberland Public Schools Part D Exemplary Project which provided interns with experiences in the development of a comprehensive K-14 career education program. Activities conducted by the interns included the presentation of 8th grade career exploration activities, development of dissemination materials for the project, observation of the development of new cooperative education projects, and development of K-6 career education units.

2. The Career Education Resource Laboratory at Eastern Illinois University which provided interns with an opportunity to work with some of the 30 school districts and the 100 public schools that are served by the Laboratory. Interns were given the opportunity to review and select materials for use in career education workshops, to assist students in using a computerized vocational information system, and to study dissemination procedures used in the inservice education of teachers.

3. The Experimental Secondary Education Program at Eastern

Teaching-Learning Strategies for Achieving Curriculum Competencies in Vocational-Technical Education and Career Education (Continued)

Illinois University which provided interns with an opportunity to develop modules of instruction for a competency-based teacher education program. Modules were developed which would help students in specific discipline areas such as history and business education integrate career development concepts into subject matter areas.

4. The Casey Public Schools which provided a setting where an intern could integrate career development concepts into the subject matter area of language arts.

5. The Center for Educational Studies, Eastern Illinois University, which provided an opportunity for interns to assist with the development of a new occupational education curriculum for military personnel.

Among the visitations that were provided for participants, two seemed to be of exceptional value. All participants were assigned to an evaluation team which thoroughly reviewed the vocational education programs of selected districts in Illinois. The evaluation process which has been developed is a sophisticated one and one that works. Participants were able to see some of the curriculum development needs in public schools through participation in these three-day evaluations.

Each year the Quincy, Illinois Public Schools conduct an outstanding conference which brings together innovative practices in education that have been devised under Title III of the Elementary and Secondary Education Act. Individuals who attended this conference were able to see the seven alternative schools within a school that are a part of the Quincy curriculum and hear presentations given by outstanding educational leaders such as Dr. John Goodlad, Dr. Vitto Perrone, Dr. Karl Menninger, and Dr. Arthur Combs.

The discipline of curriculum development in vocational-technical education and career education is an emerging field. If, as Roman Pucinski has so eloquently proclaimed, "the last one-third of the century belongs to vocational education," then vocational educators have an awesome responsibility. The continued training of curriculum specialists is needed if this responsibility is to become a reality.

Chapter II will describe the instructional offerings that were a part of the IMPACT Program.

CHAPTER II

PROGRAM OF ACTIVITY

Building a Transportable Model

Eastern Illinois University does not offer a degree in vocational education at the graduate level. Rather, graduate programs are found in the specialty areas of industrial arts, business education, home economics, guidance and counseling, school administration, and health education. Therefore, to institute a graduate program in curriculum development in vocational and career education, cooperation was needed from many departments on the campus. In many ways, the choice of Eastern Illinois University as a test site for this EPDA program was a good choice because it has shown that this kind of preparation program can be offered under almost any administrative structure.

In a university where vocational offerings are decentralized (as was the case at Eastern Illinois University) curriculum-oriented courses were offered under existing course numbers for courses such as Seminar in Occupational Education, Studies in Education, Special Educational Problems, and Independent Study. These courses were cross-listed in every vocational specialty area--including guidance and counseling and school administration--so that course work undertaken by the participants could count toward an academic degree. Departments were very cooperative in accepting this course work as appropriate for the degree being pursued. The project director was a graduate faculty member in every department in which EPDA participants were enrolled as degree candidates.

Universities which have a centralized offering in vocational education should find it easy to implement the curriculum development competencies which were identified during the course of the project. The coordination between departments would be less time consuming and, in many cases, existing courses could be modified until such time that a department might want to institute an emphases in curriculum development.

Course Offerings in the Program

The courses that were offered to participants did not constitute a degree-granting program. However, the seventeen hours of course work that were devised for the participants could very easily be translated into a degree specialty.

In general, the strategy which was used in offering the courses was as follows:

1. Participants were given a comprehensive background in vocational education and career education through intensive course work, projects, and participation in the three-phase evaluation system of public school programs.

2. Participants completed a semester's internship in a curricular-based setting.

3. Participants planned and conducted an inservice workshop on curriculum development in career education.

4. Participants completed a course using a simulation on placement of students in curricular offerings that meet student needs.

The following pages contain additional materials that will illustrate the complete program of offerings:

1. List of Special Required Courses for Participants in EPDA Curriculum Training Program

2. List of Courses for Participants in EPDA Curriculum Training

3. Class Meeting Schedule

4. Student Objective/Competency, Resources and Evaluation Method for Administration and Supervision of Occupational Education

5. Student Objective/Competency, Resources,and Evaluation Method for Evaluating and Designing Occupation and Career Education Materials and Programs

6. Student Objective/Competency, Resources, and Evaluation Method for Inservice Education and Curriculum Change

7. Bibliography of materials used to support #'s 4, 5, & 6

LIST OF SPECIAL REQUIRED COURSES FOR PARTICIPANTS IN EPDA CURRICULUM TRAINING PROGRAM (EPDA PARTICIPANTS ONLY)

		Hours
Fall Semester, 1974		
5060 (EG, IA, BE)	Administration and Supervision of Occupational Education Programs	2
5070 (EG, IA, BE)	Seminar in Occupational Education--Inservice Education and Curriculum Change	3
4790 (EP, EA)	Studies in Education--Evaluating and Designing Occupational/Career Education Materials and Programs	2
		7
Spring Semester, 1975		
5990 (BE, IA, EG, EA)	Independent Study--Designing a Comprehensive Career and Occupational Education Curriculum	3-6
5490 (EG, EA)	Special Educational Problems--Trends in Occupational/Career Education Curriculum Development	1
		4-7
Summer, 1975		
5090 (EG, IA, BE)	Seminar in Occupational Education--Organizing and Conducting a Curriculum Development Workshop	3

LIST OF COURSES FOR PARTICIPANTS IN EPDA CURRICULUM TRAINING

Students will be required to complete or show evidence of completion of the following courses:

Department	Course #	Title	Hours
EF	5500	Curriculum Development	3
EG, IA, BE	5060	Administration and Supervision of Occupational Education Programs	2
EG, IA, BE	5070	[illegible] in Occupational Education--In[illegible]rvice Education and Curriculum Change	3
EP, EA	4790	Studies in Education--Evaluating and Designing Occupational/Career Education Materials and Programs	2
EG, EA	5490	Special Educational Problems--Trends in Occupational/Career Education Curriculum Development	1
BE, IA, EG, EA	5990	Independent Study--Designing a Comprehensive Career and Occupational Education Curriculum	3-6
EG, IA, BE	5090	Seminar in Occupational Education--Organizing and Conducting a Curriculum Development Workshop	3

Students will have choice of 1 from the following group:

EP	(EG 5430) 4990	Measurement and Evaluation	3
EA	5900	Introduction to Research in Education	2
EP	5900	Introduction to Research in Educational Psychology and Guidance	2
EA	5900	Introduction to Research in Education	2
BE	5730	Measurement and Evaluation in Bus. Ed.	3
HE	5470	Evaluation in Home Economics	2
HE	5900	Research Methods in Home Economics	2
BE	5900	Research in Business Education	3
IA	5900	Introduction to Research in Industrial Education	2

CLASS MEETING SCHEDULE
Education Professions Development Act
IMPACT Project
Instructional Management Program to Advance Curriculum Training
in Vocational Education/Career Education
Eastern Illinois University

Date		Objectives/Competencies
Sept. 30	Orientation and Introduction of Illinois DVTE and EIU Administrators Competency Assessment: Inservice Education and Curriculum Change	1.14
Oct. 1	Occupational Program Identification Elementary School Career Education Junior High School/Middle School Career Education	1.12, 1.13, 1.14, 1.15, 1.16 1.21 1.22
Oct. 2	Attend Career Expo in University Union Ballroom	3.31
Oct. 3	Two participants attend "Goals for the 70's Meeting in Springfield with Dr. Peterson and others work on Competencies 2.11 and 2.12.	2.11, 2.12
Oct. 7	Discussion of personal philosophies of curriculum development and needs identification Discuss levels of change Determine purpose and objectives for conducting an inservice workshop	2.11, 2.12 3.11, 3.12 3.21, 3.22
Oct. 8	Business and Office Occupations--Dr. Elliott Health Occupations and Task Analysis--Dr. Sexton	1.23
Oct. 9	Observe and evaluate inservice workshop at Casey, Illinois (1-4:00 p.m.)	3.31
Oct. 10	CRT over 2.21, 2.22, 3.11, and 3.12 Discuss Casey Inservice Workshop Performance Objectives--Dr. Landsaw	2.21, 2.22, 3.11, 3.12 3.34 2.31, 2.32, 2.33, 2.34

CLASS MEETING SCHEDULE

Date		Objectives/Competencies
Oct. 14	Inservice Materials and Evaluation of Inservice Activities--Mrs. Carol Sanders	3.33, 3.41, 3.42
	Outline procedures for conducting an inservice workshop	3.23
Oct. 15	CRT over 1.12	1.12
	Home Economics--Dr. Swope	
	Industrial Arts and Trade and Industrial--Dr. Sonderman	
Oct. 16	Quincy Public Schools Visitation	3.32
Oct. 17	Quincy Public Schools Visitation	3.32
Oct. 21	Analyze Cumberland Public Schools curricular change efforts (visitation)	3.32
Oct. 22	Guidance and Counseling--Dr. Moler	1.31
	Placement and Followup--Joyce Felstehausen	1.32, 1.33
Oct. 23	Discuss analysis of Cumberland efforts and Quincy efforts	3.32
Oct. 24	CRT over 2.31	2.31
	Report on task analysis--Carey, Cleaver, Krause, Middleton, Westbrooks	2.23
Oct. 28	Analyze Peoria Public Schools curricular change efforts-- Dr. Dugger	3.32
Oct. 29	Postsecondary and Adult Education--Charles Cole	1.41, 1.42, 1.43
Oct. 30	Discuss analysis of Peoria efforts	3.32
Oct. 31	Evaluation--James Galloway	2.71, 2.72, 2.73
Nov. 4	Analyze Chicago Public Schools (District 13) curricular change efforts--Mrs. French	3.32

CLASS MEETING SCHEDULE

Date		Objectives/Competencies
Nov. 5	Occupational/Career Education Programs for Disadvantaged Students--Mrs. French	1.51
Nov. 6	Discuss analysis of District 13 efforts	3.32
Nov. 7	Test over 2.72 and 2.73	2.72, 2.73
	Standardized and criterion referenced testing	2.41, 2.42
	Student learning guides	2.61, 2.62
Nov. 11	Occupational/Career Education Programs for Special Education Students--Mr. Keith Quirk	1.52
Nov. 12	Occupational/Career Education Programs for Correctional Institutions--Dr. Clark Esarey	1.53
Nov. 13	Discuss publicity for inservice workshop	3.34
Nov. 14	In class critiquing of materials for stereotyping	2.52
	Test over 2.41, 2.42, 2.61, and 2.62	2.41, 2.42, 2.61, 2.62
Nov. 18	Discussion of tentative plans for inservice workshop--Blair, Carr, Ferris, Longfellow, and Price	3.51
Nov. 19	Legislation--Discussion of 5 TITLES by EPDA participants	1.71-1.73
Nov. 20	Advisory Committees--Ms. Janet Sutherland	1.61-1.63
Nov. 21	Visitation to Curriculum Management Center--Springfield	2.51, 2.53
Nov. 25	Fiscal Management and Budget Preparation--Dr. Charles Joley	1.81-1.84
Nov. 26	Fiscal Management and Budget Preparation--Dr. Charles Joley	1.81-1.84

CLASS MEETING SCHEDULE

Date		Objectives/Competencies
Dec. 2	Proposal evaluation by review committee	3.51
Dec. 3	OPEN HOUSE	1.91-1.94
Dec. 4	Hand in and discuss general objectives for a K-adult occupational/career education program	1.10.1
Dec. 5	Program articulation Test over 2.51, 2.81, 2.82, 2.83, 2.84, 2.85, 2.86	2.81-2.86 2.51, 2.81-2.86
Dec. 9	AVA Convention--Independent Assignments	
Dec. 10	AVA Convention--Independent Assignments	
Dec. 11	Hand in evaluations of at least 5 sets of instructional materials	2.54
Dec. 12	Hand in critiques and revisions of curriculum guide and commercial materials Test over 2.91-2.96	2.53 2.91-2.96

Note: 2.10.1 and 2.10.2 will be due February 1, 1975.

1.0 ADMINISTRATION AND SUPERVISION OF OCCUPATIONAL EDUCATION

Student Objective/Competency	Resources	Evaluation Method
1.1 Program Identification		
1.12 Define vocational education, occupational education, career education, prevocational education, postsecondary education, and adult education.	Legislative Proposals for Vocational Education--AVA Career Education for the Gifted and Talented--Hoyt and Hebeler	CRT (Matching)
1.13 Appraise the value of general education to vocational students.	Career Education, third Yearbook of AVA (Chapter 28 by Fite)	Discussion
1.14 Assess program direction in light of criteria provided through organizational patterns at the state and federal level.	Legislative Proposals for Vocational Education--AVA	"
1.15 Verbalize the economic implications of vocational education.	" " "	"
1.16 Identify employment trends at the local, state, regional, and national level.	Representative from United States Employment Service	"
1.2 Program Development		
1.21 List at least six dimensions of career development that should be considered when organizing an elementary school career education program.	ETC Concepts and Components--Peterson Career Education, Third Yearbook of AVA (Chapter 7 by Peterson) Career Education: What It Is and How to Do It--Hoyt	CRT (Listing)

1.0 ADMINISTRATION AND SUPERVISION OF OCCUPATIONAL EDUCATION

Student Objective/Competency	Resources	Evaluation Method
1.22 List at least six dimensions of career development that should be considered when organizing a junior high school/middle school career education/exploration program.	Developmental Program Goals--Center for Vocational and Technical Education Career Education in the Middle/Junior High School--Evans Career Education: What It Is and How to Do It--Hoyt	CRT (Listing)
1.23 List the major goals commonly used, instructional practices, youth organizations, and facility requirements for business and office, health, agriculture, industrial arts, trade and industrial, distributive, and home economics education.	Dr. Thomas Elliott Dr. Robert Sonderman Dean Mary Ruth Swope Dr. Carl Sexton	Review of Notes taken during presentation
1.3 Guidance, Counseling, Placement, and Followup		
1.31 Interpret the role of guidance, counseling, and placement in vocational/career education.	Dr. Donald Moler	Essay
1.32 Determine the need for followup study questionnaires.	If I Tell You, Will You Listen?--Felstehausen Ms. Joyce Felstehausen	As evidenced in instrument prepared for 1.33

1.0 ADMINISTRATION AND SUPERVISION OF OCCUPATIONAL EDUCATION

Student Objective/Competency	Resources	Evaluation Method
1.33 Design a concise, clear followup plan which will furnish needed data and that is brief enough that participants will complete and return the instrument.	If I Tell You, Will You Listen?--Felstehausen Ms. Joyce Felstehausen	Plan reviewed by Ms. Felstehausen
1.4 Postsecondary and Adult Education		
1.41 Identify the major educational emphases of junior and community colleges.	Charles Cole, Dean of Career Education--Lake Land Junior College	Review of Notes
1.42 Identify at least three articulation problems that often occur between secondary and postsecondary institutions.	Student Articulation Between Secondary and Post Secondary Education--McKinnerney	CRT (Listing)
1.43 Formulate a philosophy of adult education.	Charles Cole, Dean of Career Education--Lake Land Junior College Library references of your choice	Class Discussion
1.5 Persons With Special Needs		
1.51 Identify some of the occupational education/career education needs that are unique to disadvantaged students.	Vocational Education for the Urban Disadvantaged Vocational and Technical Education for the Rural Disadvantaged What Vocational Teachers and Counselors Should Know About Urban Disadvantaged Youth What Vocational Teachers Should Know About Disadvantaged Youth in Rural Areas	Class Discussion

1.0 ADMINISTRATION AND SUPERVISION OF OCCUPATIONAL EDUCATION

Student Objective/Competency	Resources	Evaluation Method
1.52 Identify some of the occupational education/career education needs that are unique to special education students.	Keith Quirk	Class Discussion
1.53 Identify some of the occupational program needs that are unique to correctional institutions.	Clark Esarey, Dept. of Correctional Institutions	"
1.6 Community Involvement		
1.61 Identify the makeup of the community before planning a program of school-community relations.	Illinois Occupational Curriculum Project (IOCP)--Manual 1, Section 1.4	"
1.62 Establish criteria for selecting advisory committee members.	Janet Sutherland	CRT (Listing)
1.63 Identify the role and function of an advisory committee and orient the committee to that role and function.	"	Observation of Role Playing Simulation
1.7 Legislation		
1.71 Interpret and apply federal legislation related to vocational education.	Legislative Proposals for Vocational Education--AVA	Situation Reaction Test
1.72 Describe each of the 5 TITLES in the proposed vocational education legislation.	" " " "	Essay

1.0 ADMINISTRATION AND SUPERVISION OF OCCUPATIONAL EDUCATION

Student Objective/Competency	Resources	Evaluation Method
1.73 Know the difference between authorization and appropriation.	Legislative Proposals for Vocational Education--AVA	Essay
1.8 Fiscal Management		
1.81 Analyze capital outlay and projected funds needed to begin and continue a new occupational/career education course or program.	Dr. Charles Joley	Review of projected budget by Dr. Joley
1.82 Prepare a long-range budget which projects the financial needs of a total occupational/career education program.	"	Review of projected budget by Dr. Joley
1.83 Prepare budgets based on anticipated incomes from federal, state, and local sources.	"	As evidenced in 1.82
1.84 Evaluate alternative instructional avenues in terms of benefits vs. costs.	"	As evidenced by justification for 1.82
1.9 Personnel Management		
1.91 Cooperate with fellow administrators in educational planning and decision making at the local level.	Class Projects	Observation by instructor

1.0 ADMINISTRATION AND SUPERVISION OF OCCUPATIONAL EDUCATION

Student Objective/Competency	Resources	Evaluation Method
1.92 Foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.	Class Projects	Observation by Instructor
1.93 Delegate authority to units or individuals nearest the point where the action takes place.	" "	" "
1.94 Explain to staff members in an objective manner where they are most qualified and where they are most lacking.	" "	" "
1.10 Synthesizing		
1.10.1 Write general objectives for a K-Adult occupational education/career education program.	All resources listed in 1.0	Review by instructor

Student Objective/Competency	Resources	Evaluation Method
2.1 Curriculum Development Theory and Philosophy		
2.11 Write your personal philosophy of curriculum development in relation to the five commonly accepted curriculum development orientations: (1) the development of cognitive processes, (2) curriculum as technology, (3) curriculum as self-actualization, (4) social reconstruction-relevance, and (5) academic rationalism.	Conflicting Conceptions of Curriculum--Eisner and Vallance (Introduction) "Fostering Moral Development in Children"--Gilligan "Crises in Values"--Sullivan (cassette tape) Working--Terkel "A Curriculum Manifesto"--Frymier (cassette tape) "Curriculum Planning As It Should Be"--Alexander (cassette tape)	Essay
2.12 List at least three needs that should receive priority in the development or revision of occupational and career education programs.	Changing the Role of Vocational Teacher Education--Evans, Terry (Chapters 2 and 5) Composite Evaluation Report for Occupational Education in the State of Illinois Career Education for Gifted and Talented Students--Hoyt and Hebeler	Oral discussion and as evidenced in objective/competency 2.10.1

2.0 EVALUATING AND DESIGNING OCCUPATIONAL AND CAREER EDUCATION MATERIALS AND PROGRAMS

Student Objective/Competency	Resources	Evaluation Method
2.2 Individualizing Instruction		
2.21 Recall the components of an individualized instructional program.	Resource Laboratory for the Maintenance and Improvement of Instructional Management (RLMIIM)--Chapter on "Individualization" "Curriculum for Individuality"--Frymier (cassette tape) "Personalized Teaching for Individualized Learning"--Galloway (cassette tape)	Criterion Referenced Test (CRT) (Multiple Choice)
2.22 Identify the criteria of an individualized instructional program.	" " "	CRT (True-False)
2.23 Conduct a task analysis of one job	Instructional Systems Development for Vocational and Technical Training--Butler (Chapter VII)	Critique by person whose job was analyzed.
2.3 Performance/Behavioral Objectives		
2.31 Identify the difference between goals, teaching objectives, performance objectives, and testing objectives.	RLMIIM--(Chapter on "Objectives")	CRT (Multiple Choice)
2.32 Write five performance objectives and their testing objectives for an instructional topic of your choice.	RLMIIM--(Chapter on "Objectives") Dr. Floyd Landsaw	Instructor Review

2.0 EVALUATING AND DESIGNING OCCUPATIONAL AND CAREER EDUCATION MATERIALS AND PROGRAMS

Student Objective/Competency	Resources	Evaluation Method
2.33 Label the objectives prepared in 2.32 according to cognitive, affective, or psychomotor domain.	Taxonomy of Educational Objectives (Cognitive Domain)--Bloom Taxonomy of Educational Objectives (Affective Domain)--Bloom The Psychomotor Domain--Simpson (p. 50-54)	Instructor Review
2.34 Label each objective prepared in 2.32 according to the level of difficulty as presented by the Bloom and Simpson taxonomies.	. . .	Instructor Review
2.4 Standardized and Criterion Referenced Testing		
2.41 Identify the difference between standardized tests and criterion referenced tests.	RLMIIM - Chapter on "C.R.T."	CRT (Classifying statements)
2.42 Write at least two multiple choice, two completion, and two performance criterion-referenced test items for an instructional topic of your choice.	RLMIIM--Chapter on "C.R.T." Instructional Systems Development for Vocational and Technical Training--Butler Chapter IX, Appendices B, C, & D	Instructor Review

2.0 EVALUATING AND DESIGNING OCCUPATIONAL AND CAREER EDUCATION MATERIALS AND PROGRAMS

Student Objective/Competency	Resources	Evaluation Method
2.5 Instructional Materials Evaluation		
2.51 List three sources for good vocational education/career education evaluation instruments for courses, programs, and instructional materials.	ETC Annotated Bibliography (K-6)--Peterson Facilitating Career Development--Bailey Illinois Occupational Curriculum Project (IOCP) Manual 4 William Reynolds, Lonnie Hart	Instructor Review
2.52 Critique two or three selected instructional materials in depth for sex, ethnic group, and age stereotyping.	"Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications"	Instructor Review
2.53 Critique and rewrite, using criteria for evaluating "good" instructional materials, one occupational/career education curriculum guide and one set of vocational education/career education commercial materials.	Instructor IMPACT Form 74/1	Instructor Review
2.54 Use criteria for evaluating vocational education/career education commercial materials to classify and rate at least five sets of materials.	IMPACT Form 74/1 Weekly materials preview by Career Education Resource Laboratory	Compare to review conducted by Career Education Resource Laboratory (CERL) personnel.

2.0 EVALUATING AND DESIGNING OCCUPATIONAL AND CAREER EDUCATION MATERIALS AND PROGRAMS

Student Objective/Competency	Resources	Evaluation Method
2.6 Student Learning Guides		
2.61 Identify the components of an individualized student learning guide.	RLMIIM--Chapter on "Learning Guides"	CRT (Multiple Choice)
2.62 Given an objective and a sample test item, you will be able to write a learning guide for the objective.	RLMIIM--Chapter on "Learning Guides"	Instructor Review
2.7 Program Evaluation		
2.71 Know the evaluation requirements, plans, guidelines, formats, and state policies to identify what evaluation records are required by the state department of vocational education.	IOCP--Manual 4 James Galloway, Illinois DVTE Kenneth Knell	Effective participation in evaluation of an LEA
2.72 List some common institutional requirements that affect evaluation practices.	IOCP--Manual 4 Participation in LEA evaluation	CRT (Listing)
2.73 Determine whether conclusions regarding students served, occupational programs, administrative organization, personnel objectives, evaluation, resources utilized, and guidance services are true or false according to the current state evaluation report of occupational education.	Composite Evaluation Report for Occupational Education in the State of Illinois.	CRT (True and False) and effective completion of objective/competency 2.10.1

2.0 EVALUATING AND DESIGNING OCCUPATIONAL AND CAREER EDUCATION MATERIALS AND PROGRAMS

Student Objective/Competency		Resources	Evaluation Method
2.8	**Program Articulation**		
2.81	List at least ten questions regarding "sequence" that should be asked when designing occupational education/career education programs.	"Scope and Sequence in the Vocational Education Program"	CRT (Listing) and as evidenced by completion of 2.10.1
2.82	List at least ten questions regarding "scope" that should be asked when designing occupational education/career education programs.	" " "	" "
2.83	Identify the difference between teacher and student correlations.	RLMIIM--Chapter on "Correlation"	CRT (Multiple Choice)
2.84	Identify the difference between each of the following: basic correlation, review correlation, and extension correlation.	" "	" "
2.85	Identify two approaches to correlating objectives and materials.	" "	CRT (True-False)
2.86	Correlate an objective to materials in a classroom.	" "	" "

Student Objective/Competency	Resources	Evaluation Method
2.9 Instructional and Materials Management Systems		
2.91 Identify the differences between a traditional management system and an instructional management system.	RLMIIM - Chapter on "Instructional Management"	CRT (Classification of statements)
2.92 Identify the components of a management system.	" " "	"
2.93 Identify the criteria for each component of an instructional management system.	" " "	CRT (Multiple choice)
2.94 Identify the potential problems a student would encounter managing instructional materials.	RLMIIM - Chapter on "Materials Management"	Completion of Worksheet
2.95 Identify the parameters of a materials management system.	" " "	"
2.96 Identify the guidelines you will use in developing a materials management system.	" " "	"

2.0 EVALUATING AND DESIGNING OCCUPATIONAL AND CAREER EDUCATION MATERIALS AND PROGRAMS

Student Objective/Competency	Resources	Evaluation Method
2.10 Synthesizing		
2.10.1 Develop plans for a course or program, using the four phases of the instructional systems development process: 1) specifying system objectives, 2) developing the preliminary system design, 3) developing, testing, and revising the system, and 4) installing and field testing the system.	Instructional Systems Development for Vocational and Technical Training--Butler - Chapter V Resources listed for categories 2.1-2.10	Instructor Review
2.10.2 Develop a plan for a course or program evaluation.	IOCP--Manual 4 Resources listed for categories 2.7.	Instructor Review

3.0 INSERVICE EDUCATION AND CURRICULUM CHANGE

Student Objective/Competency	Resources	Evaluation Method
3.1 Types of Change		
3.11 List and define the five different levels of change as proposed by Chin.	Career Education In-Service Training Guide--Keller p. 28 Strategies for Effecting Change in Vocational and Technical Education--Wall	Instructor Review
3.12 Determine which levels of change are likely to occur during first-year efforts to make a programmatic change.	" " "	"
3.2 Strategies for Planning Inservice Training/Professional Development Activities		
3.21 Determine the purpose of conducting a specific inservice/professional development workshop on curriculum development in occupational education/career education.	Career Education Inservice Training Guide--Keller Career Education: In-Service Teacher Education--Haines Career Education: Guide for Implementation--Selland	Submission of formal workshop proposal and oral defense of proposal with proposal review committee
3.22 Determine the goals and objectives for conducting a specific inservice/professional development workshop on curriculum development in occupational education/career education.	" " "	"

3.0 INSERVICE EDUCATION AND CURRICULUM CHANGE

Student Objective/Competency	Resources	Evaluation Method
3.23 Outline the procedures that are to be completed prior to the conducting of a specific inservice/professional development workshop in occupational education/career education.	Career Education Inservice Training Guide--Keller Career Education: In-Service Teacher Education--Haines Career Education: Guide for Implementation--Selland Career Education Workshops Final Report--Lawson	Submission of formal workshop proposal and oral defense of proposal with proposal review committee
3.24 Prepare an announcement that will be sent to teachers which describes a specific upcoming inservice/professional development workshop on curriculum development in occupational education/career education.	Career Education Workshops Final Report - Lawson File of inservice announcements	
3.3 Strategies for Conducting Inservice Training/Professional Development Activities		
3.31 Observe and evaluate an inservice education workshop.	Career Expo, EIU Casey, Illinois Workshop 1-4:00, K-9 or Marshall, Illinois Workshop 12:30-2:30, 7-9	Submission of formal workshop proposal and oral defense of proposal with proposal review committee

3.0 INSERVICE EDUCATION AND CURRICULUM CHANGE

Student Objective/Competency	Resources	Evaluation Method
3.32 Analyze at least three school programs that have recently made curricular changes to determine what strategies caused the changes to occur.	Cumberland Public Schools (Visitation) Peoria Public Schools, Dr. Dugger Chicago Public Schools, Ms. French (District 13) Quincy, Illinois Public Schools (Visitation)	Submission of formal workshop proposal and oral defense of proposal with proposal review committee
3.33 List inservice materials and resources and sources of inservice training materials and resources for teachers.	Career Education Resource Laboratory (CERL)--Ms. Sanders	"
3.34 Determine program format for a specific inservice/professional development workshop.	Introducing Career Education to Teachers--Wernick	"
	Career Education Workshops Final Report--Lawson	"
3.4 Strategies for Evaluating Inservice Training/Professional Development Activities		
3.41 Prepare a file of pretest and posttest assessment instruments that could be used for evaluating inservice/professional development activities.	All resources listed under 3.0	Instructor Review
3.42 Prepare an evaluation plan for a specific inservice/professional development workshop on curriculum development in occupational education/career education.	"	Submission of formal workshop proposal and oral defense of proposal with proposal review committee

3.0 INSERVICE EDUCATION AND CURRICULUM CHANGE

Student Objective/Competency	Resources	Evaluation Method
3.5 Synthesizing		
3.51 Plan, conduct and evaluate a specific inservice/professional development workshop on curriculum development in occupational education/career education.	All resources listed under 3.0	Judgments made by proposal review committee and workshop evaluation team

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CHAPTER III

EPDA PARTICIPANTS

On the first day of the 1974 Fall semester word was received that funding would be available for the project. Application procedures were implemented quickly. A statewide news release was prepared and sent to all newspapers in the state. Nineteen applications were received for the ten positions and all applicants were interviewed. Ten applicants were nominated by Eastern Illinois University and were submitted to the Illinois Division of Vocational and Technical Education.

Applicants with diverse backgrounds were selected to participate in the program. Some were already teaching in public schools and others were fulltime graduate students. Their disciplines included: business education, agricultural education, industrial arts, home economics, nursing, guidance and counseling, mathematics, and English.

This chapter will include the following materials that pertain to the selection of the participants:

1. Eastern Illinois University Graduate Assistant Application Form

2. Application for Participation in the Instructional Management Program to Advance Curriculum Training in Vocational/Career Education (IMPACT)

3. List of Participants

4. Profile of EPDA Curriculum Program Participants

EASTERN ILLINOIS UNIVERSITY

APPLICATION FOR GRADUATE ASSISTANTSHIP

Name: Mr. / Miss / Mrs. _____
(last) (first) (middle) (maiden)

Mailing Address: _____
(street) (city and state) (zip code) (phone no.)

Home Address: _____
(street) (city and state) (zip code) (phone no.)

Social Security No.: _____ Country of which you are a citizen _____
Place of Birth: _____ Date of Birth _____

I am applying for an Assistantship in _____ Department

for: ___Academic Year, 19___-___ or ___Summer, 19___

ACADEMIC TRAINING (List all junior colleges, colleges, universities, graduate and professional schools which you have attended)

Institution	City and State	Major Field	Dates Attended	Degree

EXPERIENCE (Teaching, research, professional, business, military, etc. Account for all your time since the beginning of your undergraduate work to the present, other than time spent in academic training.)

_____
_____
_____

Statement of your goals in graduate study and professional career:

_____
_____
_____

Signature: _____

Date: _____

This form, in triplicate, must be returned to the department to which you are applying. You must make application to the Graduate School, if you have not been previously admitted to the graduate program at Eastern.

NOMINATION

I hereby nominate _____

for an Assistantship for: ____Academic Year, 19___-___
____Eight-Week Summer Term, 19___

The candidate has an undergraduate grade point average of _____
(Minimum acceptable: 2.50)

It is understood that the duties will conform with those outlined on page 32 of the By-Laws and Governing Policies of the Board of Governors, and that the student will be enrolled as follows:

____for three-fourth student load (12 semester hours)* $290 per month
____for full student load (16 semester hours)** $210 per month

_____ _____
Date Department Head

_____ _____
Date Dean or Director

Approved:

_____ _____
Date Dean of the Graduate School

*For the summer session appointments, academic load: 6 semester hours
**For the summer session appointments, academic load: 9 semester hours

APPLICATION
for participation in
Instructional Management Program to Advance
Curriculum Training in Vocational/Career Education
(IMPACT)

Name _____
(Last) (First) (Middle Initial)

Home Address _____
(Street) (City) (Zip)

Home Telephone Number: _____

Institutions Attended (Include all institutions beyond high school and indicate type of degree received)

Name of Institution	Degree	Major Area(s) of Study	Dates Attended

Work Experience (Include all types of fulltime employment)

Employer	Type of Work	Dates

Do you expect to be employed in vocational education/career education during the 1975-76 school year? Explain.

_____

_____

_____

_____

_____

IMPACT application

Names of two individuals who can be contacted immediately for references:

Name	Address	Telephone No.

On a separate sheet(s) of paper prepare a 100-200 word response on each of the following topics:

1. Why I would like to participate in a vocational education/career education curriculum training program and my plans for use of the training.

2. Additional information that would give indication of my capabilities.

Please return this application to:

Dr. Marla Peterson
Buzzard Laboratory School
Eastern Illinois University
Charleston, Illinois 61920

List of Participants
Selected for IMPACT Program
Education Professions Development Act (EPDA) Curriculum Training
Program in Vocational Education/Career Education

Name As It Should Appear On Contract	Address To Which Contract Should Be Mailed	Telephone Number	Social Security Number	Graduate Major	Graduate Advisor
Blair, Delores D.	1403 7th Street Charleston, Illinois 61920	345-7266	543-34-2629	Guidance & Counseling	Dr. Green
Carey, Kathryn L.	818 Olean Place Charleston, Illinois 61920	345-6267	344-20-8254	Guidance & Counseling	Dr. Crane
Carr, Richard F.	620 1/2 4th Street Charleston, Illinois 61920	345-6590	354-38-7157	Guidance & Counseling	Dr. Ward
Cleaver, Daniel J.	1302 4th Street Charleston, Illinois 61920	345-3830	355-38-8651	Guidance & Counseling	Dr. Strandber
Ferris, Ann C.	249 Jackson Charleston, Illinois 61920	345-2275	348-32-2068	Business Education	Dr. Sullivan
Krause, Patricia A.	1911 10th Street Charleston, Illinois 61920	345-9749	321-48-1468	Business Education	Dr. Elliott
Longfellow, Richard L. Jr.	2112 South 9th Street, Apt. 34 Charleston, Illinois 61920	345-8527	322-38-1877	Guidance & Counseling	Dr. Hubele
Middleton, William O.	315 Polk Street Charleston, Illinois 61920	345-9122	356-38-9448	Community Counseling	to be assigned
Price, James D.	1017 Woodlawn Drive #3 Charleston, Illinois 61920	345-7581	347-48-0045	Educational Admin.	Dr. Matzner
Westbrooks, Dorothy L.	2222 South 9th Street, Apt. 204 Charleston, Illinois 61920	345-9417	345-48-4034	Guidance & Counseling	Dr. Crane

Profile of
EPDA Curriculum Program Participants
Eastern Illinois University
Charleston, Illinois 61920

1. BLAIR, DELORES DIANE

Attended Oregon College of Education, Northwest Christian College, University of Oregon, and Portland State University. Has a B.S. from the University of Oregon. Taught two years in the Glide, Oregon Public Schools. Ms. Blair says, "Sixteen years ago, I started a Master's program in Guidance and Counseling and finished about 1/3 of the requirements before my children were born. Then there wasn't the time or the need to continue. . . . I have become interested in learning the possibilities of combining career education with a program in Guidance and Counseling. To me they seem to be a natural combination with each one complementing the other."

2. CAREY, KATHRYN L.

Obtained an R.N. degree from St. Elizabeth School of Nursing and a B.S. degree in Home Economics from Eastern Illinois University. Has worked as a psychiatric nurse, a general medical and surgical nurse, a school nurse, and an industrial nurse. Ms. Carey indicates that, "I would like to participate in a vocational education/career education curriculum training program so that I would have the skills to modify or help to modify the present educational system. At the present time, many students are staying in school until the accepted age (sixteen in Illinois) to drop out. Many of our present students are not comfortable in or challenged by the present system which is geared to youths who are college bound and who can express their talents in the conventional ways society dictates. With my home economics and nursing background, I feel that I could be instrumental in studying the alternatives to the present system and in helping to modify these programs."

3. CARR, RICHARD F.

Attended Illinois State University and has a B.S. with emphases in Business Education and Agriculture. Presently working on a degree in Guidance and Counseling at Eastern Illinois University. Has a varied work experience background including that of Drill Sergeant and personnel worker with the U. S. Army in Viet Nam. Mr. Carr says, "In the past we have concentrated on those students who have expressed desire to further their education in the non-vocational areas. This has caused many of our students to leave our high schools unprepared to fit into society. This growing majority of students have become a burden on society and it is past time that we do something to help them. . . . My plans for the use of this training is eventually to (1) help in establishing programs in schools to allow those students to obtain the training necessary, or if I become a counselor, to (2) aid me in establishing vocational programs in the school system in which I work.

4. CLEAVER, DANIEL J.

Received a B.S. in Education from Eastern Illinois University. Currently an industrial arts teacher at Lakeview High School in Decatur, Illinois. Served in the U. S. Navy as a navigation supervisor and has worked as an engineering technician and a tool and die maker. Mr. Cleaver says, "As an industrial arts educator, I am acutely aware of the impact that technology and industry have on our society. It has always been my belief that vocational and career education should be present as a broad base or foundation for our educational system--rather than the secondary, supplemental status it holds at the present time. Participation in the Instructional Management Program to Advance Curriculum Training program would allow me to receive the training and expertise that is sorely needed in most of our present curriculums. If at all possible it would be my future goal to implement this expertise within a higher educational environment."

5. FERRIS, ANN C.

Attended Pensacola Junior College, Jacksonville Junior College, and received a B.S. in Business Education from Eastern Illinois University. Ms. Ferris has worked in industry as a secretary and in production processing. Ms. Ferris says, "There are several reasons I want to participate in this vocational education/career education curriculum training program. It is an important area of the educating process which is beginning to get more emphasis and attention from government, school boards, teachers, and advisors. The end result will be a more practical, workable curriculum for the students. There is a definite need for more informational material to be available for students and for more and varied curriculum programs geared to their needs."

6. KRAUSE, PATRICIA A.

Received a B.S. in Business Education from Eastern Illinois University. Ms. Krause says, "After completing this program here at Eastern and obtaining my Masters, I plan to teach in a high school and develop or continue a program in vocational education. With the training I will receive in this program I will be able to go into a high school and start a worthwhile program for the students that will be meaningful to them and beneficial in later life. Upon completion of this program I sincerely hope to be able to really use the training."

7. LONGFELLOW, RICHARD L.

Attended Illinois State University and Sangamon State University. Received a B.S. from Eastern Illinois University. Taught two years in the Witt, Illinois Public Schools and served in the U. S. Army where he performed personnel-clerical work. Mr. Longfellow says, "I would like to participate in a vocational education/career education program because after two years of teaching I can see the need for vocational education/career education. I am planning on getting a Master's Degree in Guidance and Counseling. A person in this area should have experience in curriculum planning in order to guide the student into areas that would benefit him most and see that courses are available in vocational/career education."

8. MIDDLETON, WILLIAM O.

Attended Robert Morris College, Western Illinois University, and received a B.S. from Eastern Illinois University. Served as a supply officer and drug counselor in the U. S. Navy and has been employed in a variety of occupations. Mr. Middleton says, "My reason for wanting to participate in the IMPACT Program could be best stated in the following ways. I like the idea of getting involved in meaningful research and professional experiences early in my graduate career. This provides an opportunity for first-hand acquaintance with the various aspects of vocational education. . . . The quality and quantity of the different types of experiences and knowledge that will be encountered during this program should be of tremendous value to all that actively participate."

9. PRICE, JAMES D.

Received a B.S. in Education from Eastern Illinois University. Is national president of Phi Beta Lambda, a student business organization. Mr. Price serves on President Ford's Advisory Committee on Student Vocational Organizations. Mr. Price indicates that, "The idea of career education has spread nationwide encompassing and accumulating phenomenal interest. Curricular programs will entail planning by both the classroom teacher and school administrator. . . . I'd hope to use the training received in this program in an administrative post. . . . I have a deep interest in vocational education; one of my undergraduate areas was Business Education and currently I'm serving a term as national president of Phi Beta Lambda. PBL is one of six vocational student organizations nationwide."

10. WESTBROOKS, DOROTHY L.

Received a B.S. in Sociology from Eastern Illinois University and is currently working on a M.S. in Education in Guidance and Counseling. Ms. Westbrooks says, "I feel that in our various correctional institutions there is a need for more programs aimed at rehabilitation and vocational career training for the inmates. Granted, there has been a move toward rehabilitation in some penal institutions via workshops and counseling therapy. However, there's still room for more work force to be put in the area of vocational/career training in the institutions. . . . If I was allowed to participate in this curriculum training program, I could learn other valuable methods of vocational career planning that would make me more effective in the field I plan to pursue."

CHAPTER IV

RESOURCE PERSONS

The project director was responsible for the seventeen hours of instruction that were provided for the EPDA participants. Therefore, the project director felt a great need to use a variety of consultants who would bring divergent points of view regarding vocational and career education curriculum planning.

Three categories of resource personnel were used:

1. Guest lecturers who supplemented classroom instruction
2. Third-party evaluators for the research proposal simulation
3. Intern supervisors

Many of the guest lecturers were EIU and DVTE personnel who donated their time and services. A balance was maintained among public school personnel, state staff personnel, and EIU personnel.

Three individuals served as third party evaluators for the ten research proposals that were prepared by the ten EPDA participants. One of the evaluators was a DVTE staff member and two were EPDA 552 doctoral candidate participants at the University of Illinois.

A great variety of career education and vocational education curriculum development activities are in progress at or near Eastern Illinois University. Interns were placed in settings where they would receive a curriculum-based experience.

Lists of the guest lecurers, third-part evaluators, and intern supervisors follow:

GUEST LECTURERS
Education Professions Development Act
IMPACT Project
Instructional Management Program to Advance Curriculum Training
in Vocational Education/Career Education
Eastern Illinois University

All meetings will take place at the IMPACT Project Headquarters, Library, Buzzard Building.

Date	Time	Speaker	Topic
Oct. 1	8:00-11:00 a.m.	James Galloway and John Klit	"Program Approval and Evaluation by the Illinois DVTE"
Oct. 8	8:00-9:30 a.m.	Dr. Thomas Elliott	"Business and Office Occupations: People, Processes, and Programs"
Oct. 8	9:30-11:30 a.m.	Dr. Marie Vittetoe	"Health Occupations"
Oct. 10	8:30-11:00 a.m.	Dr. Floyd Landsaw	"Performance Objectives"
Oct. 14	8:00-9:00 a.m.	Ms. Carol Sanders	"Inservice Materials and Evaluation of Inservice Activities"
Oct. 15	8:30-9:30 a.m.	Dean Mary Ruth Swope	"Home Economics: People, Processes and Programs"
Oct. 15	9:30-11:00 a.m.	Dr. Robert Sonderman	"Industrial Arts, Trade and Industrial Education, and Technical Education"
Oct. 22	8:30-9:30 a.m.	Dr. Donald Moler	"Guidance and Counseling and Its Relationship to Occupational/ Career Education"
Oct. 22	9:30-11:00 a.m.	Ms. Joyce Felstehausen	"Placement and Followup"
Oct. 28	8:00-11:00 a.m.	Dr. Chet Dugger	"Effecting Curricular Change (Career Education) in the Peoria Public Schools"
Oct. 29	8:30-11:00 a.m.	Dr. Charles Cole	"Postsecondary and Adult Education"
Oct. 31	8:00-11:00 a.m.	Dr. Tim Wendling	"Program Evaluation and Approval"
Nov. 4	8:00-11:00 a.m.	Ms. Winifred French	"Effecting Curricular Change (Career Education) in the Chicago Public Schools"
Nov. 5	8:00-11:00 a.m.	Ms. Winifred French	"Career Education for Disadvantaged Students"

GUEST LECTURERS

Date	Time	Speaker	Topic
Nov. 12	8:00-11:00 a.m.	Mr. Keith Quirk	"Occupational and Career Education for Special Education Students"
Nov. 19	8:00-11:00 a.m.	Dr. Clark Esarey	"Occupational and Career Education in Correctional Institutions"
Nov. 20	8:00-9:00 a.m.	Ms. Janet Sutherland	"Advisory Committees"
Nov. 25	8:00-11:00 a.m.	Dr. Charles Joley	"Fiscal Management and Budget Preparation"
Nov. 26	8:00-11:00 a.m.	Dr. Charles Joley	"Fiscal Management and Budget Preparation"

Third Party Evaluators for Research Proposals

Dr. Richard Hofstrand, Professional and Curriculum Development Unit, Illinois Division of Vocational and Technical Education, Springfield, Illinois.

Ms. Joyce Felstehausen, Doctoral Candidate and EPDA 552 Participant, University of Illinois, Champaign-Urbana, Illinois

Ms. Janet Sutherland, Doctoral Candidate and EPDA 552 Participant, University of Illinois, Champaign-Urbana, Illinois

Intern Supervisors

Ms. Mary Bare, Junior High School Language Arts Teacher Who Has Infused Career Education into Language Arts Classes, Casey Public Schools, Casey, Illinois

Ms. Betty Campbell, Staff Member of the Experimental Secondary Education Program and Developer of Competency-Based Modules, Eastern Illinois University, Charleston, Illinois

Dr. Charles Joley, Director of Occupational Teacher Education and Developer of Career Occupations Proposed Curriculum for Chanute Air Force Base, Eastern Illinois University, Charleston, Illinois

Ms. Dorothy Lawson, Director of Part D Exemplary Career Education Program (K-14) Cumberland Public Schools, Greenup, Illinois

Dr. John North, Staff Member of the Experimental Secondary Education Program and Developer of Competency-Based Modules, Eastern Illinois University, Charleston, Illinois

Mr. Gerald Pierson, Staff Member of the Experimental Secondary Education Program and Developer of Competency-Based Modules, Eastern Illinois University, Charleston, Illinois

Ms. Carol Sanders, Director, Career Education Resource Laboratory, (which serves thirty school districts) Eastern Illinois University, Charleston, Illinois

Ms. Carolyn Smith, Assistant Professor of Health Education, Eastern Illinois University, Charleston, Illinois

CHAPTER V

MATERIALS USED IN THE PROGRAM

In the main, this chapter contains some of the instructional materials that were used for the course work that was provided during the first semester of the program. The course work offered during the first semester, as was mentioned earlier, provided an intensive approach to acquainting participants with a thorough overview of vocational and career education curricular offerings.

The materials in this section were supportive types of materials that were given to participants to use in conjunction with several projects in which they were involved. No specific textbooks were used for any of the courses. Rather, many resources were used: chapters from certain textbooks, DVTE publications, final reports from projects, etc. A bibliography of all the resources that were used is found in Chapter 2.

A major activity that was completed during the first semester was the involvement of each EPDA participant in an on-site public school evaluation of vocational and career education programs. Unfortunately, the excellent evaluation system materials that were developed by the Illinois DVTE were too voluminous to include in this report.

The last section of this chapter includes the materials that were used during the second semester for guiding internship experiences. The project director is indebted to Dr. Milton Larson and Dr. Ivan Valentine at Colorado State University for the use of some of the internship forms and for the bibliography of references that related to internships. In summary, this has been a year of begging, borrowing, and adapting from many sources for the instructional materials that were used in the program.

EDUCATION PROFESSIONS DEVELOPMENT ACT
IMPACT Project
Instructional Management Program to Advance Curriculum Training
in Vocational Education/Career Education
Eastern Illinois University

Summary of Assignments

Assignment	Due
Report from Superintendent Price on Program Needs	Oct. 24
Critiquing of Materials for Stereotyping (In Class)	Nov. 14
Workshop Brochure	Nov. 20
Summer Workshop Proposal (This cannot be late because the proposal reviewers will be here that day.)	Dec. 2
General Objectives for a K-Adult Occupational/Career Education Program	Dec. 4
Evaluation of at Least 5 sets of Commercial Materials	Dec. 11
Review and Rewrite of K-6 Curriculum Guide	Dec. 12

INFORMATION SHEET FOR LEARNING EXPERIENCE III

Analyzing Manpower Needs and Student Occupational Interest Data

Analyzing data is usually a laborious task, but the process can be simplified by planning specifically what information is to be obtained from the collected data. For this experience you will be handling only a portion of the data that may be collected, but the basic procedures could be employed for a more involved process such as you would have in actual situation. In a real situation you might use machine data processing, but the basic procedures would be the same.

In the prerequisite module, "Develop Materials and Procedures for Conducting a Community Survey," you and your survey team determined what manposer infomation you needed, and developed an instrument that would allow you to obtain this data in a usable form. For example, in analyzing the manpower data you would probably wish to summarize the following information:

1. The number of persons employed in occupations which require vocational preparation.
2. The number of persons who will be needed in the above occupations in future years.
3. The number of vocational graduates now being supplied for the occupations in question.

In analyzing student interest data you would probably need to summarize information on the:

1. Broad interests of students. This information would be obtained from the use of standardized interest tests.
2. Adequacy of existing vocational programs in meeting the expressed interest of students in specific vocational areas.

#A-6

Adapted from Module #A-6, "Collect and Analyze Community Survey Data," Columbus, Ohio: The Center for Vocational and Technical Education, 1973.

3. Number of students interested in going to work after graduating from high school.

4. Number of students interested in further education.

Since you are to assume that your school does not as yet have a vocational program, you will not in this learning experience be able to answer question #2. You can, however, determine what programs in your vocational area your school should consider offering, in view of student interests and plans. In a real situation, of course, you might well be comparing existing programs with actual students' interests.

With the summarized data on manpower needs and student interests, you should be able to answer the following questions:

1. Are the vocational programs now being offered in the community adequate with respect to student occupational interests? (For this exercise, you would need to ask what programs should be offered in view of student interests.)

2. Are the expressed interests and occupational plans of the students realistic in terms of the manpower needs of the community?

3. Are the vocational programs now being offered adequate with respect to the manpower needs of the community? (For this exercise, you would ask what programs should be offered in view of manpower needs.)

Answers to the above questions will give you basic decision-making information, but to suggest realistic programs will require consideration of other relevant factors. Four basic community factors that must also be considered are:

1. Social Factors: The social composition of the community will influence the types of educational programs needed. Social factors also determine the amount of federal money available for the support of vocational education. As an example, one may find vocational education to be more acceptable in lower socio-economic communities than in upper middle class communities. One may also find more state and federal financial support available for vocational programs in the depressed areas such as the inner city or poor rural America.

#A-6

Adapted from Module A-6, "Collect and Analyze Community Survey Data," Columbus, Ohio: The Center for Vocational and Technical Education, 1973.

2. Economic Factors: The ability and willingness of the community to provide necessary financial support for vocational education is a critical consideration. Other economic factors to consider are average family incomes, percent of unemployed work force, present and projected housing patterns, and of course present and projected job opportunities, both locally and nationally. In conducting a community survey, and in the final decision making process, the state department of education must be brought into the process because of the financial support they will need to provide for implementation of new programs.

3. Political Factors: One must know a community's political philosophy as it affects attitudes toward education. Support from local politicians, influential citizens, and the news media is essential.

4. Educational Factors: A comprehensive analysis of existing vocational educational programs is needed. Before new program recommendations can be made one must know what the present community educational opportunities are. Also, student followup studies yield useful information. Very important is a knowledge of the number of vocationally trained individuals that are placed on the job market each year. It is quite possible that the training institutions in your area, both high school and post high school, are already flooding the market with well-trained individuals in certain occupational areas. It is also possible to find student interest in a vocation and to show manpower needs in that particular occupation, only to find that someone else is already geared up to train students to meet the employer demand.

It is from the use of advisory committees, and other important contacts like the vocational education faculty at the university, the chamber of commerce, and the local employment service that one must glean the needed information. One should also consider census data and U.S. labor statistics and such publications as The Occupational Outlook Handbook before final vocational training decisions are made.

Before one makes vocational program recommendations that require considerable cost in buildings and equipment, all factors must be carefully weighed. By analyzing the manpower needs and the student vocational interests, and by synthesizing this information in conjunction with the social, economic, political, and education factors of the community, one hopes to make accurate predictions about the following:

#A-6

Adapted from Module #A-6, "Collect and Analyze Community Survey Data," Columbus, Ohio: The Center for Vocational and Technical Education, 1973.

1. forecast of the size of the total labor force at 5, 10, and 15 years into the future.

2. an estimate of total employment in each particular branch of business and industry.

3. an estimate of the educational requirements for all the various occupations.

4. an estimate of the total supply of persons in various occupational groups in the target years.

One is never able to make exact predictions for target years that are 5, 10 and 15 years into the future, but the person with the decision-making responsibility must carefully weigh all factors involved, and by working closely with advisory committees, employment agencies, university educators, and community leaders, it is assumed that the best possible decisions will be made.

In this learning experience, however, you are mainly concerned with what the data suggests about program needs in your own vocational area, based upon manpower needs data and student occupational interest data. You are to write a report containing specific recommendations for vocational programs to be offered in your area of specialization and justify those recommendations in terms of data supplied.

#A-6

Adapted from Module #A-6, "Collect and Analyze Community Survey Data, "Columbus, Ohio: The Center for Vocational and Technical Education, 1973.

CHECKLIST FOR CONDUCTING A COMMUNITY SURVEY

LEARNING EXPERIENCE IV*

Directions: Indicate by placing a checkmark (✓) in the "Yes" or "No" column whether the teacher has satisfactorily accomplished each of the following:

In a real school situation, either as a member of a community survey team for the total school district or as an individual vocational teacher studying needed programs in his specific vocational service area, did the teacher:	YES	NO
1. Adequately survey the community to determine the number of persons employed in specific occupational areas?		
2. Determine the number of additional workers needed in specific occupations for future target dates?		
3. For his school district determine student interests and student occupational choices?		
4. Determine specific occupations for which training is needed, based on manpower needs data and student interest data?		
5. Decide which manpower needs and student interest needs are already being adequately met with existing vocational education programs?		
6. In conjunction with advisory committees, state vocational department personnel, university vocational education personnel, the chamber of commerce, the employment service and other important persons, consider all social, economic, political, and educational factors?		
7. Synthesize all the community survey data and identify vocational education needs for his community or service area or both?		

LEVEL OF PERFORMANCE: You should have received a "Yes" answer to each item. If not you need to work with your resource person in order to overcome any deficient areas before moving on to the next module.

SAMPLE MANPOWER NEEDS DATA DETERMINED BY A 56%
SAMPLE OF THE COMMUNITY'S EMPLOYMENT

Payroll Description	Persons Employed	Estimated Additional Jobs in Five Years	Average Job Replacement Per Year	New Jobs Added In Last Three Years	Expected Level of Education	
					% of High School Grad	% of Post High School Training
Business Education Area						
Account Clerk	285	15	57	23	35	65
Payroll Clerk	153	9	32	5	20	80
General Clerk	1,069	13	353	51	81	19
Mail Clerk	117	7	67	-1	100	-
Computer Operator	5	1	-	5	-	100
Bookkeeping Machine Operator	56	5	10	4	75	25
Tabulating Machine Operator	269	18	59	23	95	5
Key Punch Operator	393	21	153	78	85	15
Calculating Machine Operator	100	5	11	8	95	5
Duplicating Machine Operator	106	7	22	6	95	5
File Clerk	256	11	14	12	80	20
Secretary	625	27	140	53	50	50
Stenographer	374	15	115	51	55	45
Typist	802	13	328	48	90	10
Telephone PBX/Receptionist	85	10	13	6	95	5
Agricultural Education Area						
Green House Florist	123	9	25	7	95	5
Nursery Worker	94	2	21	1	95	5
Greenskeeper	15	-	14	-	100	-
Parks and Residential Grounds Keeper	23	3	20	3	100	-
Farm Equipment Mechanic	265	21	52	12	75	25
Livestock Hauler	52	7	6	4	100	-
Feed Mill Laborer	78	12	53	8	100	-
Seed, Feed, and Fertilizer Salesperson	323	13	97	12	25	75

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Payroll Description	Persons Employed	Estimated Additional Jobs in Five Years	Average Job Replacement Per Year	New Jobs Added In Last Three Years	Expected Level of Education	
					% of High School Grad.	% of Post High School Training
Home Economics Education Area						
Maids - Hotels, Etc.	352	29	223	8	100	-
Housekeepers	23	15	10	5	100	-
Cooks	219	25	79	11	80	20
Waitress - Waiter	452	73	219	5	85	15
Meat Cutters	11	2	5	2	50	50
Child Care Attendant	51	150	33	25	65	35
Laundering	121	7	56	2	100	-
Apparel and Furnishings	197	32	35	12	75	25
Distributive Education Area						
Real Estate	159	5	2	4	5	95
Financial Services	301	12	3	7	25	75
Insurance	253	15	15	9	20	80
General Sales	1,578	352	429	51	95	5
Hotel and Restaurant	198	19	52	12	50	50
Transportation	152	25	19	20	45	55
Advertising	23	-	3	2	5	95
Utilities	27	-	4	1	35	65
Health Related Education Area						
Dental Assistant	79	6	7	2	80	20
Dental Technologist	23	3	2	2	20	80
Practical Nurse	225	52	12	75	5	95
Registered Nurse	419	92	23	20	-	100
Medical Laboratory Technician	119	12	5	7	-	100
Nurse's Aide	201	107	92	63	75	25
Trade and Industrial Education Area						
Machinist	750	23	19	29	80	20
Miscellaneous Metal Working	1820	105	45	152	100	-
Auto Mechanic	520	54	12	12	75	25
Diesel Mechanic	72	65	2	17	50	50
Auto Body Repair	119	72	18	19	75	25
Business Machines Repair	112	102	3	12	5	95
Small Appliance Repair	23	95	12	13	83	17

Payroll Description	Persons Employed	Estimated Additional Jobs in Five Years	Average Job Replacement Per Year	New Jobs Added In Last Three Years	Expected Level of Education	
					% of High School Grad.	% of Post High School Training
Trade and Industrial Education Area (Cont.)						
Sheet Metal Worker	709	7	47	12	95	5
Radio, TV Repair	53	35	3	19	20	80
Printing Machine Operator	12	2	1	-	80	20
Cabinetmaker	109	7	19	16	95	5
Brick Mason	197	19	12	4	95	5
Carpenter	352	27	52	31	95	5
Electrician	76	12	12	11	90	10
Plumbing	25	3	4	1	90	10
Painting and Decorating	83	8	18	9	100	-
Sewing Machine Operator	21	5	12	2	100	-
Arc Welding	153	23	25	23	90	10
Gas Welding	79	7	32	9	85	15
Truck Drivers	324	21	105	12	100	-
Air Conditioners and Refrigerators	91	150	12	15	20	80
Airplane Mechanic	12	9	2	1	10	90
Baking	29	2	1	-	50	50
Barbering	12	4	-	2	5	95
Beauty Operator	79	9	13	12	50	50
Chemical Laboratory Assistant	54	16	9	19	-	100
Drafting	72	12	12	2	5	95

The above is data obtained from a 56% sample of the employment in the community. One may assume that the survey sample was selected in the manner recommended on pages 23 and 24 of the Handbook on Employment Security, Job Market Research Methods - Area Skill Survey.

SAMPLE STUDENT OCCUPATIONAL INTEREST DATA

GROUP ANALYSIS OF THE VOCATIONAL PLANNING QUESTIONNAIRE
IN THE ANYWHERE AREA SCHOOL DISTRICT
(Showing Combined Grades 9-11)

	TOTAL		
	C*	I*	T*
Computing	47	24	71
General Clerical	86	29	115
Stenographic	146	17	163
Distributive Education	95	132	227
Agricultural Production	30	30	60
Agricultural Off-Farm	65	27	92
Homemaking	108	11	119
Air Cond. Mechanic	1	1	2
Airplane Mechanic	20	9	29
Appliance Service	1	-	1
Auto Body & Fender Rep.	24	2	26
Auto Mechanics	134	16	150
Baking	10	7	17
Barbering	10	6	16
Beauty Operator	161	21	182
Bricklaying	12	2	14
Carpentry	26	7	33
Chemical Lab Assistant	62	9	71
Commercial Art	80	11	91
Commercial Food Preparation	5	-	5
Dental Lab. Asst.	49	6	55
Drafting	55	12	67
Electrician	41	20	61
Florist	8	4	12
Machine Shop	9	5	14
Meat Cutting	2	1	3
Medical Lab. Asst.	93	16	109
Nurseryman	3	-	3
Plumbing	2	2	4
Practical Nursing	134	8	142
Printing	6	-	6
Radio, TV Service	28	7	35
Refridgeration	-	1	1
Sheet Metal Work	1	-	1
Telephone Operators	19	5	24
Welding	9	3	12

C* - Indicates vocational choice that is consistent with student vocational interest as measured by the "Student Vocational Interest Questionnaire."

I* - Indicates vocational choice that is inconsistent with student vocational interest.

T* - Total of consistent and inconsistent vocational choices.

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EVALUATION FORM FOR ANALYZING MANPOWER NEEDS AND
STUDENT OCCUPATIONAL INTEREST DATA

LEARNING EXPERIENCE III

Directions: Indicate by planing a checkmark (✓) in the "Yes" or "No" column whether the teacher accomplished each of the following.

Did the teacher:	YES	NO
1. Determine the number of persons employed in his vocational service area? (NOTE: The sample data is from a 56% random sample of the community's employment.).		
2. Determine the number of additional workers needed in his vocational service area?.		
3. Determine the occupations of greatest demand in his vocational service area?		
4. Determine specific occupations for which training is needed in his vocational service area?		
5. Compare student vocational choices with manpower needs?.		
6. Present a list of vocational programs which need to be offered?.		
7. Present in written or oral form a rationale for his decision to offer certain vocational programs? (This rationale should be based on an adequate use of all sample data.).		

LEVEL OF PERFORMANCE: You should have received a "Yes" answer to each item. If you received any "No" answers, discuss with your resource person what additional work needs to done, and have your work rated again.

GUIDELINES FOR EQUAL TREATMENT OF THE SEXES IN McGRAW-HILL BOOK COMPANY PUBLICATIONS

INTRODUCTION

The word sexism was coined, by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males and females on the basis of their gender.

We are endeavoring through these guidelines to eliminate sexist assumptions from McGraw-Hill Book Company publications and to encourage a greater freedom for all individuals to pursue their interests and realize their potentials. Specifically, these guidelines are designed to make McGraw-Hill staff members and McGraw-Hill authors aware of the ways in which males and females have been stereotyped in publications; to show the role language has played in reenforcing inequality; and to indicate positive approaches toward providing fair, accurate, and balanced treatment of both sexes in our publications.

One approach is to recruit more women as authors and contributors in all fields. the writings and viewpoints of women should be represented in quotations and references whenever possible. Anthologies should include a larger proportion of selections by and about women in fields where suitable materials are available but women are currently underrepresented.

Women as well as men have been leaders and heroes, explorers and pioneers, and have made notable contributions to science, medicine, law, business, politics, civics, economics, literature, the arts, sports, and other areas of endeavor. Books dealing with subjects like these, as well as general histories, should acknowledge the achievements of women. The fact that women's rights, opportunities, and accomplishments have been limited by the social customs and conditions of their time should be openly discussed whenever relevant to the topic at hand.

We realize that the language of literature cannot be prescribed. The recommendations in these guidelines, thus are intended primarily for use in teaching materials, reference works, and nonfiction works in general.

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Nonsexist Treatment of Women and Men

Men and women should be treated primarily as people, and not primarily as members of opposite sexes. Their shared humanity and common attributes should be stressed--not their gender difference. Neither sex should be stereotyped or arbitrarily assigned to a leading or secondary role.

1. a. Though many women will continue to choose traditional occupations such as homemaker or secretary, women should not be type-cast in these roles but shown in a wide variety of professions and trades: as doctors and dentists, not always as nurses; as principals and professors, not always as teachers; as lawyers and judges, not always as social workers; as bank presidents, not always as tellers; as members of Congress, not always as members of the League of Women Voters.

   b. Similarly, men should not be shown as constantly subject to the "masculine mystique" in their interests, attitudes, or careers. They should not be made to feel that their self-worth depends entirely upon their income level or the status level of their jobs. They should not be conditioned to believe that a man ought to earn more than a woman or that he ought to be the sole support of a family.

   c. An attempt should be made to break job stereotypes for both women and men. No job should be considered sex-typed, and it should never be implied that certain jobs are incompatible with a woman's "femininity" or a man's "masculinity." Thus, women as well as men should be shown as accountants, engineers, pilots, plumbers, bridge-builders, computer operators, TV repairers, and astronauts, while men as well as women should be shown as nurses, grade-school teachers, secretaries, typists, librarians, file clerks, switchboard operators, and baby sitters.

   Women within a profession should be shown at all professional levels, including the top levels. Women should be portrayed in positions of authority over men and over other women, and there should be no implication that a man loses face or that a woman faces difficulty if the employer or supervisor is a woman. All work should be treated as honorable and worthy of respect; no job or job choices should be downgraded. Instead, women and men should be offered more options than were available to them when work was stereotyped by sex.

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d. Books designed for children at the pre-school, elementary, and secondary levels should show married women who work outside the home and should treat them favorably. Teaching materials should not assume or imply that most women are wives who are also full-time mothers, but should instead emphasize the fact that women have choices about their marital status, just as men do: that some women choose to stay permanently single and some are in no hurry to marry; that some women marry but do not have children, while others marry, have children, and continue to work outside the home. Thus, a text might say that some married people have children and some do not, and that sometimes one or both parents work outside the home. Instructional materials should never imply that all women have a "mother instinct" or that the emotional life of a family suffers because a woman works. Instead they might state that when both parents work outside the home there is usually either greater sharing of the child-rearing activities or reliance on day-care centers, nursery schools, or other help.

According to Labor Department statistics for 1972, over 42 per cent of all mothers with children under 18 worked outside the home, and about a third of these working mothers had children under 6. Publications ought to reflect this reality.

Both men and women should be shown engaged in home maintenance activities, ranging from cooking and housecleaning to washing the car and making household repairs. Sometimes the man should be shown preparing the meals, doing the laundry, or diapering the baby, while the woman builds bookcases or takes out the trash.

e. Girls should be shown as having, and exercising, the same options as boys in their play and career choices. In school materials, girls should be encouraged to show an interest in mathematics, mechanical skills, and active sports, for example, while boys should never be made to feel ashamed of an interest in poetry, art, or music, or an aptitude for cooking, sewing, or child care. Course materials should be addressed to students of both sexes. For example, home economics courses should apply to boys as well as girls, and shop to girls as well as boys. Both males and females should be shown in textbook illustrations depicting career choices.

When as a practical matter it is known that a book will be used primarily by women for the life of the edition (say, the next five years), it is pointless to pretend that the readership is divided equally between males and females. In such cases it may be more

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beneficial to address the book fully to women and exploit every opportunity (1) to point out to them a broader set of options than they might otherwise have considered, and (2) to encourage them to aspire to a more active, assertive, and policymaking role than they might otherwise have thought of.

f. Women and girls should be portrayed as active participants in the same proportion as men and boys in stories, examples, problems, illustrations, discussion questions, test items, and exercises, regardless of subject matter. Women should not be stereotyped in examples by being spoken of only in connection with cooking, sewing, shopping, and similar activities.

2. a. Members of both sexes should be represented as whole human beings with human strengths and weaknesses, not masculine or feminine ones. Women and girls should be shown as having the same abilities, interests, and ambitions as men and boys. Characteristics that have been traditionally praised in males--such as boldness, initiative, and assertiveness--should also be praised in females. Characteristics that have been praised in females--such as gentleness, compassion, and sensitivity--should also be praised in males.

b. Like men and boys, women and girls should be portrayed as independent, active, strong, courageous, competent, decisive, persistent, serious-minded, and successful. They should appear as logical thinkers, problem-solvers, and decision makers. They should be shown as interested in their work, pursuing a variety of career goals, and both deserving of and receiving public recognition for their accomplishments.

c. Sometimes men should be shown as quiet and passive, or fearful and indecisive, or illogical and immature. Similarly, women should sometimes be shown as tough, aggressive, and insensitive. Stereotypes of the logical, objective male and the emotional, subjective female are to be avoided. In descriptions, the smarter, braver, or more successful person should be a woman or girl as often as a man or boy. In illustrations, the taller, heavier, stronger, or more active person should not always be male, especially when children are portrayed.

3. Women and men should be treated with the same respect, dignity, and seriousness. Neither should be trivialized or stereotyped, either in text or in illustrations. Women should not be described by physical attributes when men are being described by mental attributes or professional position. Instead, both sexes should be dealt with in the same

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terms. References to a man's or a woman's appearance, charm, or intuition should be avoided when irrelevant.

no	yes
Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.	The Harrises are an attractive couple. Henry is a handsome blonde and Ann is a striking brunette.
	OR The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer.
	The Harrises are an interesting couple. Henry is a shrewd lawyer and Ann is very active in community (or church or civic) affairs.

a. In descriptions of women, a patronizing or girl-watching tone should be avoided, as should sexual innuendoes, jokes, and puns. Examples of practices to be avoided: focusing on physical appearance (a buxom blonde); using special female-gender word forms (poetess, aviatrix, usherette); treating women as sex objects or portraying the typical woman as weak, helpless, or hysterical; making women figures of fun or objects of scorn and treating their issues as humorous or unimportant.

Examples of stereotypes to be avoided: scatterbrained female, fragile flower, goddess on a pedestal, catty gossip, henpecking, shrew, apron-wearing mother, frustrated spinster, ladylike little girl. Jokes at women's expense--such as the woman driver or nagging mother-in-law circles--are to be avoided.

no	yes
the fair sex; the weaker sex	women
the distaff side	the female side or line
the girls or the ladies (when adult females are meant)	the women

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no	yes
girl, as in: I'll have my girl check that	I'll have my secretary (or my assistant) check that. (Or use the person's name.)
lady used as a modifier, as in lady lawyer	Lawyer (A woman may be identified simply through the choice of pronouns, as in: The Lawyer made her summation to the jury. Try to avoid gender modifiers altogether. When you must modify, use woman or female, as in: a course on women writers, or the airline's first female pilot.)
the little woman; the better half; the ball and chain	wife
female-gender word forms, such as authoress, poetess, Jewess	author, poet, Jew
female-gender or diminutive word forms, such as suffragette, usherette, aviatrix	suffragist, usher, aviator (or pilot)
libber (a put-down)	feminist; liberationist
sweet young thing	young woman; girl
co-ed (as a noun)	student
(Note: Logically, co-ed should refer to any student at a co-educational college or university. Since it does not, it is a sexist term.)	
housewife	homemaker for a person who works at home, or rephrase with a more precise or more inclusive term

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no	yes
career girl or career woman	name the woman's profession: attorney Ellen Smith; Marie Sanchez, a journalist or editor or business executive or doctor or lawyer or agent
cleaning woman, cleaning lady, or maid	housekeeper; house or office cleaner
The sound of the drilling disturbed the housewives in the neighborhood.	The sound of the drilling disturbed everyone within earshot (or everyone in the neighborhood).
Housewives are feeling the pinch of higher prices.	Consumers (customers or shoppers) are feeling the pinch of higher prices.

b. In descriptions of men, especially men in the home, references to general ineptness should be avoided. Men should not be characterized as dependent on women or meals, or clumsy in household maintenance, or as foolish in self-care.

To be avoided: characterizations that stress men's dependence on women for advice on what to wear and what to eat, inability of men to care for themselves in times of illness, and men as objects of fun (the henpecked husband).

c. Women should be treated as part of the rule, not as the exception.

Generic terms, such as doctor and nurse, should be assumed to include both men and women, and modified titles such as "woman doctor" or "male nurse," should be avoided. Work should never be stereotyped as "woman's work" or as "a man-sized job." Writers should avoid showing a "gee-whiz" attitude toward women who perform competently; ("Though a woman, she ran the business as well as any man" or "Though a woman, she ran the business efficiently.")

d. Women should be spoken of as participants in the action, not as possessions of the men. Terms such as pioneer, farmer, and settler should not be used as though they applied only to adult males.

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no	yes
Pioneers moved West, taking their wives and children with them.	Pioneer families moved West.
	Pioneer men and women (or pioneer couples) moved West, taking their children with them.

e. Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factual accuracy.)

no	yes
Jim Weiss allows his wife to work part-time	Judy Weiss works part-time

4. Women should be recognized for their own achievements. Intelligent, daring, and innovative women, both in history and in fiction, should be provided as role-models for girls, and leaders in the fight for women's rights should be honored and respected, not mocked or ignored.

5. In references to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

   a. The word man has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word man has become so closely associated with the first meaning (a male human being) that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position, alternative expressions should be used in place of man (or derivative constructions used generically to signify humanity at large) whenever such substitutions can be made without producing an awkward or artificial construction. In cases where man-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.

      Here are some possible substitutions for man-words:

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no	yes
mankind	humanity, human beings, human race, people
primitive man	primitive people or peoples; primitive human beings; primitive men and women
man's achievements	human achievements
if a man drove 50 miles at 60 mph . . .	if a person (or driver) drove 50 miles at 60 mph . . .
the best man for the job	the best person (or candidate) for the job
manmade	artificial; synthetic, manufactured; constructed; of human origin
manpower	human power; human energy; workers; workforce
grow to manhood	grow to adulthood; grow to manhood or womanhood

b. The English language lacks a general singular pronoun signifying he or she, and therefore it has been customary and grammatically sanctioned to use masculine pronouns in expressions such as "one... he," "anyone...he," and "each child opens his book." Nevertheless, avoid when possible the pronouns he, him, and his in reference to the hypothetical person or humanity in general.

Various alternatives may be considered:

(1) Reword to eliminate unnecessary gender pronouns.

no	yes
The average American drinks his coffee black	The average American drinks black coffee

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no	yes
(2) Recast into the plural.	Most Americans drink their coffee black.

(3) Replace the masculine pronoun with one, your, he or she, her or his, as appropriate. (Use he or she and its variations sparingly to avoid clumsy prose.)

(4) Alternate male and female expressions and examples.

no	yes
I've often heard supervisors say, "He's not the right man for the job," or "He lacks the qualifications for success."	I've often heard supervisors say, "she"s not the right person for the job," or "He lacks the qualifications for success."

(5) To avoid severe problems of repetition or inept wording, it may sometimes be best to use the generic he freely, but to add, in the preface and as often as necessary in the text, emphatic statements to the effect that the masculine pronouns are being used for succinctness and are intended to refer to both females and males.

These guidelines can only suggest a few solutions to difficult problems of rewording. The proper solution in any given passage must depend on the context and on the author's intention. For example, it would be wrong to pluralize in contexts describing a one-to-one relationship, as between teacher and child. In such cases, the expression he or she or either he or she as appropriate will be acceptable.

c. Occupational terms ending in man should be replaced whenever possible by terms that can include members of either sex unless they refer to a particular person.

no	yes
congressman	member of Congress; representative (but Congressman Koch and Congresswoman Holzman)
business man	business executive; business manager

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no	yes
fireman	firefighter
mailman	mail carrier; letter carrier
salesman	sales representative; sales-person; sales clerk
insurance man	insurance agent
statesman	leader; public servant
chairman	the person presiding at (or chairing) a meeting; the presiding officer; the chair; head; leader; coordinator; moderator
cameraman	camera operator
foreman	supervisor

d. Language that assumes all readers are male should be avoided.

no	yes
you and your wife	you and your spouse
when you shave in the morning	when you brush your teeth (or wash up) in the morning

6. The language used to designate and describe females and males should treat the sexes equally.

a. Parallel language should be used for women and men.

no	yes
the men and the ladies	the men and the women the ladies and the gentlemen the girls and the boys

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no	yes
man and wife	husband and wife

Note that lady and gentlemen, wife and husband, and mother and father are role words. Ladies should be used for women only when men are being referred to as gentlemen. Similarly, women should be called wives and mothers only when men are referred to as husbands and fathers. Like a male shopper, a woman in a grocery store should be called a customer, not a housewife.

b. Women should be identified by their own names (e.g., Indira Gandhi). They should not be referred to in terms of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Nor should they be identified in terms of their marital relationships (Mrs. Gandhi) unless this brief form is stylistically more convenient (then, say Prime Minister Gandhi) or is paired up with similar references to men.

(1) A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

no	yes
Bobby Riggs and Billie Jean	Bobby Riggs and Billie Jean King
Billie Jean and Riggs Mrs. King and Riggs	Billie Jean and Bobby King and Riggs Ms. King (because she prefers Ms.) and Mr. Riggs
Mrs. Meir and Moshe Dayan	Golda Meir and Moshe Dayan or Mrs. Meir and Dr. Dayan

(2) Unnecessary reference to or emphasis on a woman's marital status should be avoided. Whether married or not, a woman may be referred to by the name by which she chooses to be known, whether her name is her original name or her married name.

c. Whenever possible, a term should be used that includes both sexes, Unnecessary references to gender should be avoided.

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no	yes
college boys and co-eds	students

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Eastern Illinois University Career Education Workshop

What: One week workshop (K-12)

Where: Buzzard Education Building

When: June 9-13, 1975 - 8:00 a.m. to 2:00 p.m. daily*

Why: To assist each participant in developing a career education program for his/her own use by presenting methods of incorporating career education concepts into existing curriculum.

This is a practical workshop. Each participant will have an opportunity to (1) examine the work he/she currently performs, (2) determine appropriate places for integrating career development concepts into work performed in conjunction with teaching, counseling, or administration, and (3) devise some career education materials that can be used by students.

Who: This workshop is designed for any prospective and existing school personnel. (Enrollment is limited to thirty participants).

How: Dr. Marla Peterson, with assistance from ten Education Professions Development Act (EDPA) participants who are on campus this year participating in a program to prepare curriculum specialists in career and occupational education, will conduct the workshop. Guest speakers and resource personnel will also help with workshop activities.

COURSE NUMBER: EDP 4790 SECTION: 70 FEE: $48.00 CREDIT: 2 Sem. Hrs.

Registration: When you register at the extension office, Old Main, Eastern Illinois University, Charleston, Illinois, you will receive an information sheet to complete. This information will enable us to individualize our workshop to fit your individual needs. Please try to complete registration by May 1, 1975, because enrollment will be limited. When your completed information sheet is returned to the extension office, you will receive additional workshop materials.

For Additional Information: Write or call -

Dr. Marla Peterson, Director
210 Buzzard Education Budilding
Eastern Illinois University
Charleston, Illinois 61920
(217) 581-2112

*If you are planning to enroll in summer school classes at EIU (which start on June 11th), we will arrange workshop hours to fit with your class schedule for June 11, 12, and 13.

Educations Professions Development Act
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Information on Budget Section of Proposal

Although you are not yet ready for the budget preparation phase of your proposal, the information on this sheet may help you as you prepare the "procedures" section of the proposal.

There are no restrictions on how you use funds for the "$10,000 budget" (Plan A) except that $10,000 is the upper limit. Overhead costs must be included in the $10,000.

However, there are some guidelines that you should follow when preparing the "$1,500 budget" (Plan B):

Plan B Budget Category		Maximum Amount
I.	Salaries (including employee benefits)	$552
II.	Contractual Services	$450
III.	Materials and Supplies	
	Instructional Materials	$100
	Telephone and Postage	$100
	Office Supplies	$ 50
	Duplicating and Dissemination	$100
IV.	Travel	- 0 -
V.	Other Related Expenses	8% of Direct Costs for I-IV

Here is some additional information which will be helpful when you actually start working on the budgets:

1. The Project Director (Workshop Director) earns $1,685/mo.
2. The Clerk Steno III earns $450/mo.
3. The Student Assistant earns $2.10/hr.
4. Employee benefits are figured at the rate of 11.61%
5. Employee benefits are figured on the salary of the Clerk-Steno III but <u>not</u> the Student Assistant.

Information on Budget Section of Proposal (continued)

6. Remember--the Workshop Director's salary will constitute a local contribution and should not be requested from the funding agency. When figuring the amount of money that can be used as a local contribution for the Workshop Director's salary you will want to allow several weeks of preparation time and some time for evaluation and report writing after the workshop has been completed. You will also need to add employee benefits of 11.61% to the salary of the project director.

FOR EPDA USE ONLY
Note: This RFP is a class simulation and is not an official request for proposal by any agency.

REQUEST FOR PROPOSAL (RFP)

ISSUED TO: Educational Professions Development Act Participants, Eastern Illinois University, Charleston, Illinois 61920

RFP CODE: EPDA-1 (This code number must appear on the title page of the proposal.)

BACKGROUND: If career education concepts are to become integrated into the ongoing school curriculum, then school personnel must be trained in curriculum development procedures which will aid them in accomplishing this infusion process. Individuals are needed who can translate career development concepts into teaching/learning activities through curriculum development procedures which include the formulation of: (1) objectives, (2) concepts and generalizations, (3) content, (4) instructional activities, and (5) evaluation procedures. Individuals are also needed who have the skills necessary to provide curriculum development leadership in school systems that are developing career education programs.

OBJECTIVE: To provide 24 hours of instruction for 20-30 school personnel on the curriculum development skills necessary for integrating career development concepts into the ongoing school curriculum.

ACTIVITIES TO ACCOMPLISH OBJECTIVE: Hypothetical State Agency (HSA) seeks to contract with one agency to conduct one workshop to train elementary and secondary school personnel in career education curriculum development. Specific actions to accomplish these workshops include the following:

1. Facilitate the conduct of the workshop through identification and scheduling of meeting place and time.
2. Disseminate information regarding the workshop.
3. Devise a workshop format.
4. Compile appropriate instructional materials into a packet for dissemination at the workshop.

REQUEST FOR PROPOSAL (RFP) (Continued)

5. Evaluate the workshop.

TIME FRAME:	The development, conduct, and evaluation of the activity shall be completed by July 15, 1975, with a final report and claims for reimbursement submitted to HSA prior to July 31, 1975.
TARGET POPULATION AND GEOGRAPHIC LOCATION:	The activity shall be designed for all prospective and existing school personnel in Illinois.
OTHER CONTRACT REQUIREMENTS:	(a) The proposal must meet the Title VI Specifications and other requirements as set forth in DVTE Bulletin No. 24-873 entitled GUIDELINES FOR CONTRACTUAL AGREEMENTS. (b) All personnel, subcontracts, and duplication or printing of final documents shall be subject to prior approval by the Director of Hypothetical State Agency.
FUNDS AVAILABLE:	$10,000 (Plan A) $1,500 (Plan B)
ISSUED BY AND SUBMIT PROPOSALS TO:	Hypothetical State Agency Library Buzzard Building Eastern Illinois University Charleston, Illinois 61920 Telephone: 217/581-2112
SUBMISSION DEADLINE:	All proposals must be <u>received</u> by 8:00 a.m., CDT, December 2, 1974.

Preview Schedule

Friday Mornings

September 13

8 Filmstrips - Eye Gate - Part I "World of Work - Voc. opp."

Kit - Careers (Game)

September 20

4 Films - "Getting Ready" "A Time of Changes"
"Let's Get to Work" "What's the Limit"

September 27

6 Filmstrips - Eye Gate - Part II "World of Work - Voc. opp."
1 Filmstrip - Argus - "Roles and Goals"
1 Tape - Argus - "Perception"

Kit - "Career Insight & Self Awareness Games"

October 4

6 Filmstrips - Denoyer-Geppert "The Wonderful World of Work" K-3

Kit - "Workers We Know"

October 11

6 Filmstrips - Denoyer-Geppert - "The Wonderful World of Work" K-3

Kit - Duso #1

October 18

8 Filmstrips - SVE "Community Workers & Helpers" Group I and II

Kit - Duso #2

October 25

6 Filmstrips - Aids - "Career Mothers"
2 Filmstrips - "Perspective on Death"

Kit - Largo - Careers - Desk Top & Semi-Skilled

November 1

5 Filmstrips - Centron - "Field Trip Enrichment"

Kit - Singer - Games and Puzzles

November 8

6 Filmstrips - Eye Gate - "Me, Myself & I"

Kit - Dimensions of Personality

November 15

6 Filmstrips - Eye Gate - "Field Trips Out of the Ordinary"

Kit - Search for Meaning - Dimensions In Meaning

November 22

8 Filmstrips - Eye Gate - "Guidance for Young People I"

December 6

8 Filmstrips - Eye Gate - "Guidance for Young PeopleII"

December 13

8 Filmstrips - Eye Gate - "Education for Occupations"

December 20

8 Filmstrips - "Discovery"

January 10

7 Filmstrips - Singer

January 17

6 Filmstrips - Singer

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Information Sheet for "Review and Rewrite of K-6 Curriculum Guide" Assignment

1. Define the target school population. How many elementary schools in the district? Teachers? Past experience with career education? See pp. 126-129 of ETC Final Report for a list of items that will help you define the population. In fact, you may wish to use one of the six schools described on these pages--or create your own hypothetical situation.

2. Read the guide. The following guides have been selected for you to review. I have tried to select a variety of guides. One set of guides was recently judged by a consultant firm as one of the two outstanding sets of guides in the country. (You'll find out which one at the end of the semester.)

Blair	-	Cincinnati, Ohio
Carey	-	Lafayette Parish, Louisiana
Carr	-	New Albany, Mississippi
Cleaver	-	State of Maine
Ferris	-	Knoxville, Tennessee
Krause	-	Pikeville, Kentucky
Longfellow	-	Cobb County (Marietta) Georgia
Middleton	-	Santa Barbara, California
Price	-	Moberly, Missouri
Westbrooks	-	University of Minnesota

3. Critique the Guide. Don't forget to look for the five elements that are usually found in good curricular materials:
   (1) Objectives
   (2) Content (Basic Concepts and Generalizations)
   (3) Learning Experiences and Teaching Strategies
   (4) Teaching Aids
   (5) Evaluation

4. Devise Additional Evaluation Criteria. You will want to do some research on your own to gather ideas for other evaluative criteria. Som suggestions:

   (1) Is it easy to read? Is the format attractive?
   (2) Does the content reveal an understanding of career development?
   (3) Is enough information given so that a teacher can use the material in the guide?
   (4) Are there many different "levels" of objectives or are all the objectives written at the "recall" level of the "cognitive" domain?

Information Sheet for "Review and Rewrite of K-6 Curriculum Guide" Assignment (Continued)

5. Rewrite One Section of the Guide. Select one unit, lesson, or section of the guide and rewrite it in a format that you think would improve the quality of the guide. You may decide that the present format of the guide does not need to be improved. If so, justify why you would not make any changes.

6. Prepare an Inservice Plan. Describe the procedures you would use to introduce the guide to teachers in the target population. Make this section fairly detailed. If you plan to use a series of 1-hour sessions, describe what you would do in each session and why you chose to do it.

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Affective Domain

1.0 RECEIVING (ATTENDING)

At this level we are concerned that the learner be sensitized to the existence of certain phenomena and stimuli; that is, that he be willing to receive or to attend to them. This is clearly the first and crucial step if the learner is to be properly oriented to learn what the teacher intends that he will. To indicate that this is the bottom rung of the ladder, however, is not at all to imply that the teacher is starting *de novo*. Because of previous experience (formal or informal), the student brings to each situation a point of view or set which may facilitate or hinder his recognition of the phenomena to which the teacher is trying to sensitize him.

The category of *Receiving* has been divided into three subcategories to indicate three different levels of attending to phenomena. While the division points between the subcategories are arbitrary, the subcategories do represent a continuum. From an extremely passive position or role on the part of the learner, where the sole responsibility for the evocation of the behavior rests with the teacher--that is, the responsibility rests with him for "capturing" the student's attention--the continuum extends to a point at which the learner directs his attention, at least as a semiconscious level, toward the preferred stimuli.

2.0 RESPONDING

At this level we are concerned with responses which go beyond merely attending to the phenomenon. The student is sufficiently motivated that he is not just 1.2 *Willing to attend,* but perhaps it is correct to say that he is actively attending. As a first stage in a "learning by doing" process the student is committing himself in some small measure to the phenomena involved. This is a very low level of commitment, and we would not say at this level that this was "a value of his" or that he had "such and such an attitude." These terms belong to the next higher level that we describe. But we could say that he is doing something with or about the phenomenon besides merely perceiving it, as would be true at the next level below this of 1.3 *Controlled or selected attention.*

This is the category that many teachers will find best describes their "interest" objectives. Most commonly we use the term to indicate the desire that a child become sufficiently involved in or committed to a subject, phenomenon, or activity that he will seek it out and gain satisfaction from working with it or engaging in it.

Affective Domain (Continued)

3.0 VALUING

This is the only category headed by a term which is in common use in the expression of objectives by teachers. Further, it is employed in its usual sense: that a thing, phenomenon, or behavior has worth. This abstract concept of worth is in part a result of the individual's own valuing or assissment, but it is much more a social product that has been slowly internalized or accepted and has come to be used by the student as his own criterion of worth.

Behavior categorized at this level is sufficiently consistent and stable to have taken on the characteristics of a belief or an attitude. The learner displays this behavior with sufficient consistency in appropriate situations that he comes to be perceived as holding a value. At this level, we are not concerned with the relationships among values but rather with the internalization of a set of specified, ideal, values. Viewed from another standpoint, the objectives classified here are the prime stuff from which the conscience of the individual is developed into active control of behavior.

This category will be found appropriate for many objectives that use the term "attitude" (as well as, of course, "value").

An important element of behavior characterized by *Valuing* is that it is motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behavior.

4.0 ORGANIZATION

As the learner successively internalizes values, he encounters situations for which more than one value is relevant. Thus necessity arises for (a) the organization of the values into a system, (b) the determination of the interrelationships among them, and (c) the establishment of the dominant and pervasive ones. Such a system is built gradually, subject to change as new values are incorporated. This category is intended as the proper classification for objectives which describe the beginnings of the building of a value system. It is subdivided into two levels, since a prerequisite to interrelating is the conceptualization of the value in a form which permits organization. *Conceptualization forms* the first subdivision in the organization process, *Organization of a value system* the second.

While the order of the two subcategories seems appropriate enough with reference to one another, it is not so certain that 4.1 *Conceptualization of a value* is properly placed as the next level above 3.3 *Commitment*. Conceptualization undoubtedly begins at an earlier level for some objectives. Like 2.3 *Satisfaction in response*, it is doubtful that a single

Affective Domain 4.0 (Continued)

completely satisfactory location for this category can be found. Positioning it before 4.2 *Organization of a value system* appropriately indicates a prerequisite of such a system. It also calls attention to a component of affective growth that occurs at least by this point on the continuum but may begin earlier.

5.0 CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

At this level of internalization the values already have a place in the individual's value hierarchy, are organized into some kind of internally consistent system, have controlled the behavior of the individual for a sufficient time that he has adapted to behaving this way; and an evocation of the behavior no longer arouses emotion or affect except when the individual is threatened or challenged.

The individual acts consistently in accordance with the values he has internalized at this level, and our concern is to indicate two things: (a) the generalization of this control to so much of the individual's behavior that he is described and characterized as a person by these pervasive controlling tendencies, and (b) the integration of these beliefs, ideas, and attitudes into a total philosophy or world view. These two aspects constitute the subcatergories.

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Cognitive Domain

1.00 KNOWLEDGE

Knowledge, as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material. Although some alteration of the material may be required, this is a relatively minor part of the task. The knowledge objectives emphasize most the psychological processes of remembering. The process of relating is also involved in that a knowledge test situation requires the organization and reorganization of a problem such that it will furnish the appropriate signals and cues for the information and knowledge the individual possesses. To use an analogy, if one thinks of the mind as a file, the problem in a knowledge test situation is that of finding in the problem or task the appropriate signals, cues, and clues which will most effectively bring out whatever knowledge is filed or stored.

2.00 COMPREHENSION

This represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.

3.00 APPLICATION

The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods. The abstractions may also be technical principles, ideas, and theories which must be remembered and applied.

*Application to the phenomena discussed in one paper of the scientific terms or concepts used in other papers.

*The ability to predict the probable effect of a change in a factor on a biological situation previously at equilibrium.

Cognitive Domain (Continued)

4.00 ANALYSIS

The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its basis and arrangement.

5.00 SYNTHESIS

The putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before.

6.00 EVALUATION

Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which materials and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the student or those which are given to him.

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Psychomotor Domain

1.0 PERCEPTION

This is an essential first step in performing a motor act. It is the process of becoming aware of objects, qualities, or relations by way of the sense organs. It is a necessary but not sufficient condition for motor activity. It is basic in the situation-interpretation-action chain leading to motor activity. The category of perception has been divided into three subcategories indicating three different levels of the perception process. This level is a parallel of the first category, receiving or attending, in the affective domain.

2.0 SET

Set is a preparatory adjustment or readiness for a particular kind of action or experience.

Three aspects of set have been identified; mental, physical, and emotional.

3.0 GUIDED RESPONSE

This is an early step in the development of skill. Emphasis here is upon the abilities which are components of the more complex skill. Guided response is the overt behavioral act of an individual under the guidance of the instructor or in response to self-evaluation where the student has a model or criteria against which he can judge his performance. Prerequisites to performance of the act are readiness to respond, in terms of set to produce the overt behavioral act and selection of the appropriate response. Selection of response may be defined as deciding what response must be made in order to satisfy the requirements of task performance. There appear to be two major subcategories, imitation and trial and error.

4.0 MECHANISM

Learned response has become habitual. At this level, the learner has achieved a certain confidence and degree of proficiency in the performance of the act. The act is a part of his repertoire of possible responses to stimuli and the demands of situations where the response is an appropriate one. The response may be more complex than at the preceding level; it may involve some patterning in carrying out the task.

Psychomotor Domain (Continued)

5.0 COMPLEX OVERT RESPONSE

At this level, the individual can perform a motor act that is considered complex because of the movement pattern required. At this level, skill has been attained. The act can be carried out smoothly and efficiently, that is, with minimum expenditure of time and energy. There are two subcategories: resolution of uncertainty and automatic performance.

6.0 ADAPTATION

Altering motor activities to meet the demands of new problematic situations requiring a physical response.

7.0 ORIGINATION

Creating new motor acts or ways of manipulating materials out of understandings, abilities, and skills developed in the psychomotor area.

SCOPE AND SEQUENCE IN THE VOCATIONAL EDUCATION PROGRAM

Scope refers to the major areas of content included in the program. Following are some questions that one might ask in determining the scope of a vocational education program:[1]

1. How frequently will the learning be needed?

   1.1 The universality of the need at different socio-economic levels?
   1.2 The universality of the need in different life-cycle periods?
   1.3 The universality of the need in different vocational?
   1.4 The universality of the need in different geographical areas?
   1.5 How frequently will the learning be needed as a basis for acquiring more knowledge?

2. What are the chances that outcomes will be adequately learned apart from direct instruction in school?

   2.1 The difficulty of learning?
   2.2 The seriousness of error?

3. What is the cruciality of the situations in which it will be used?

   3.1 How far must the learning be developed to meet the present need?
   3.2 What level of mastery might meet foreseeable future needs?
   3.3 What level of over-learning might provide insurance against unforeseeable demands?

---

[1]As given in "Improved Teaching Through Improved Essay Tests" by Janet Tracy and Letitia Walsh, Illinois Teacher, Vol. 111, No. 5, University of Illinois, Urbana, Illinois, p. 208.

Scope And Sequence In The
Vocational Education Program (Continued)

4. How far are students capable of extending any given learning?

   4.1 What are the natural limitations of ability?
   4.2 What are the temporary deficiencies due to a lack of maturity?
   4.3 What are the limitations in perceptual background?
   4.4 What deeply emotionalized attitudes might impede learning?

5. What learning experiences can be provided?

   5.1 Which will enrich students' conceptualization?
   5.2 Which are feasible in terms of semantics involved?
   5.3 Which are helpful to students in clarifying and handling their own and others' values?
   5.4 Which promise to provide the most economical and effective practice in thinking?

6. If X is taught, what is to be de-emphasized or omitted?

In determing the sequence, or the order in which content will be developed, the following questions may help guide choices:[1]

1. What is a logical development of content in this field?

   1.1 Logical development of concepts and generalizations?
   1.2 Sequence of difficulty of concepts and generalizations?
   1.3 Sequence of difficulty of skills?
   1.4 Sequence of difficulty of projects, considering both number of kind of skills and new understandings called for?
   1.5 Relationship of one content area to another, to provide for smooth transition?

2. What is the usual state of "readiness" for learning at each level?[2]

   2.1 Characteristics of students at each level?

---

[1]Developed by Elizabeth Simpson

[2]Unless one is critical and cautious, his answers to the questions in Item 2 may be heavily loaded with opinions rather than facts.

Scope And Sequence In The
Vocational Education Program (Continued)

Maturation levels?
Needs and interests?
Developmental tasks?
Experiences?
Eye-hand and eye-eye coordination?

2.2 Typical student problems at each level?
2.3 Likelihood that students will have the prerequisite knowledge?

3. What students are likely to be enrolled at each level?

3.1 All ability levels?
3.2 Larger proportion of slow learners or difficult to motivate?

4. How may provisions for new and interesting challenges be made each year?

4.1 By teaching a few areas thoroughly each year rather than trying to cover entire scope of field?
4.2 By deliberately "saying" some new and interesting material and not "taking the cream of" during the first year?

5. How much repetition in an area is justified?

5.1 Only the repetition that is needed for mastery?
5.2 Repetition provided in new contexts so pupils do not feel that his is "old stuff"?

6. How may facilities be used most effectively with respect to sequential development?

7. How may teacher's time and energy be most effectively employed with regard to sequence?

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

CENTER FOR EDUCATIONAL STUDIES
School of Education

581-3914

You now join others who have selected the internship method of furthering their experiences in career and vocational education. It can be a tremendous learning opportunity to gain new insights into a position you might find yourself in at a later date.

You no doubt recognize the responsibilities inherent in this type of internship. You will be acting as a representative of Eastern Illinois University in the capacity of a professional. In this respect, then, I trust you will exercise care as to your appearance, grooming, and attitudes, so that they are compatible with your associates. Please respect your supervisor as your superior, but also as one who has accepted the responsibility to help you learn as much as possible by guiding you in the many facets of his job, and that of his employer.

Too, it is a learning experience for the University in its role as coordinator for this internship program. Any positive suggestions you have during the internship will add to the total learning effort. Your consideration toward completing the forms and visiting with University personnel on the bi-weekly visit will also be appreciated.

If you have any questions or problems, please do not hesitate to inquire about them at any time. Good luck for an eventful learning experience!

Sincerely,

Dr. Marla Peterson
Director, IMPACT Project

MP/sb

Eastern Illinois University
Charleston, Illinois 61920

EPDA 553
Instructional Management Program
to Advance Curriculum Training
In Career and Vocational Education

FACT SHEET - INTERN
(for supervisor)

Name of Intern _____

Home Address _____ Telephone _____

Internship Position _____

Internship Location _____

Immediate Supervisor _____

Starting Date _____ Ending Date _____

Intern's Stated Objectives _____

_____

_____

Intern's Desired Experiences _____

_____

_____

_____

Intern's Past Work Experience _____

_____

_____

_____

_____

Director's Comments _____

_____

_____

_____

Eastern Illinois University
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INTERNSHIP PLAN

Intern_____

Internship Position_____

Work Schedule_____ Beginning Date _____ Ending Date _____

Work Location_____

Sponsor_____

Immediate Supervisor_____

Title of Supervisor_____ Telephone Number _____

OUTLINE OF WORK ASSIGNMENT ACTIVITIES

Eastern Illinois University
Charleston, Illinois 61920

EPDA 553
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SPECIAL INSTRUCTIONS

FOR THE

INTERNSHIP FORMS

In keeping with the objectives of your internship, it is important that you complete these forms as a record of your activities during your internship. Additional forms (if needed) may be secured from the project director.

The Daily Diary is intended for you to briefly identify your daily activities, entering both pleasant and unpleasant occurrences. Record at least one activity for each day. Be objective toward what you see as the important ones. Establish a regular routine for making the entries in order to capture your "feelings" at that moment. You may attach written materials developed by you to further detail your work.

On Friday of each week, near the end of the day, please complete the Major Accomplishment form. This is what you view as the major accomplishment (or the significant event) of the week. It may have occurred on a previous day, on Friday, or is completion of an on-going activity which happened during the week. Again, be objective (as it relates to your learning experience) and enter your value judgements and analysis to reflect your accomplishments, educational growth, personal adjustment, and good human relationships. After completing this form, secure the cooperation of your supervisor to complete his portion. If he does not identify the same accomplishment, do not be concerned, as this is a normal (and even expected) happening during the internship.

The Intern's Evaluation form will permit you to reflect upon the overall aspects of your internship. Please complete one form at the end of three weeks and the other form at the end of the internship. They should be returned to Dr. Peterson as soon as possible after completion.

Please retain these instructions should a question arise when filling in the forms. Feel free to ask assistance from Dr. Peterson at any time. The Daily Diary and Major Accomplishment form should be given to Dr. Peterson at the time of bi-weekly visits. In any case, be certain that all forms are completed and returned immediately at the end of your internship.

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DAILY DIARY

Name _____ Week Ending _____

Monday	Wednesday
Tuesday	Thursday

In the spaces provided above, enter any unusual experiences, good or bad. You might consider matters relating to your teaching, work with associates, satisfaction, frustrations or routine items.

Eastern Illinois University
Charleston, Illinois 61920

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MAJOR ACCOMPLISHMENT
(for week)

Name _____ Week Ending _____

(For the Intern)	(For the Supervisor)
Identify	Identify
Describe Briefly	Describe Briefly
Did it assist your understanding of this position and/or work role of your supervisor? _____ How?	Did it assist your supervisory role? _____ How?
Comments:	

Eastern Illinois University
Charleston, Illinois 61920

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SPECIAL INSTRUCTIONS

TO THE

SUPERVISOR

Your assistance and willingness to direct the learning experiences of the intern is truly appreciated by both the intern and the university. Past research has indicated you are one of the key persons in making this a worthwhile learning experience for the intern.

We would like to enlist your cooperation in completing the attached forms as a means of evaluating the educational experience of the intern. Please complete one of the forms at the end of three weeks and the other form at the end of the internship. Please mail each form to:

Dr. Marla Peterson
Director, IMPACT Project
Room 210, Buzzard Building
Eastern Illinois University
Charleston, Illinois 61920

Also, the intern, at the end of each week, will be seeking your cooperation in completing a Major Accomplishment form. The intern identifies his major accomplishment (or the most significant event) during the week. Please enter what you view as his major accomplishment (or the most significant event) during the week. Please enter what you view as his major accomplishment toward his learning. It may or may not be the same as that which he identifies.

At any time during the internship, please feel free to discuss any aspect of this internship with Dr. Peterson or the intern. Bi-weekly visits will be arranged between you and Dr. Peterson to offer university assistance and coordination, so you may communicate any suggestions that you have at that time also.

Eastern Illinois University
Charleston, Illinois 61920

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SUPERVISOR'S EVALUATION FORM

Intern _____

(Please check the answer that most clearly expresses your opinion. If you check "undecided" we assume you have no opinion.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. He can complete a specific task on his own.					
2. He exercises personal initiative to enrich his learning experiences aside from his defined assignment.					
3. Some tasks assigned to him were beneficial to my department or organization.					
4. He has completed tasks of benefit to my own work that others have not done because of time considerations or were unable to do.					
5. He seeks to understand the duties of all individuals to whom he is assigned.					
6. He knows the objectives of this department and/or organization.					
7. He knows the organizational structure of this organization.					
8. Each week he shows increasing confidence in himself.					
9. He offers constructive ideas.					
10. He has the dependability I expect of my employees.					
11. He shows a positive attitude toward this type of learning experience.					
12. He is punctual in his attendance and neat in his personal appearance.					
13. Reaction of others with whom he contacts is favorable.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14. He readily accepts suggestions and criticism.					
15. Other employees regard him as one of their own and willingly exchange ideas with him.					
16. He has the personal traits and qualifications for this type of position.					

17. Summarize the work of the intern using the numerical values indicated with 5 being the highest and 0 the losest. 5 4 3 2 1 0

A. Accomplishment of the intern _____

B. Educational growth of the intern _____

C. Personal adjustment of the intern _____

D. Good human relationships aspects _____

18. Other comments _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Date

_____

Supervisor

Eastern Illinois University
Charleston, Illinois 61920

EPDA 553
Instructional Management Program
to Advance Curriculum Training In
Career and Vocational Education

VISITATION REPORT

Student's Name_____ Assignment_____

Institution_____ Address_____

Supervisor_____ Title_____ Telephone:____

	Yes	No	Don't Know
1. Is he given the responsibility he seeks?			
2. Is he aware of the skills and abilities needed for the role he seeks?			
3. Intern's opinion of his progress._____			
4. Coordinator's opinion of his progress._____			
5. Is the supervisor satisfied with his progress?			
6. Is the intern succeeding in his objectives?			
7. Does he offer constructive ideas to his supervisor?			
8. Does he understand the duties of his supervisor and others to whom he is assigned?			
9. Is he positive toward his training assignment?			
10. Does he readily accept suggestions from others?			
11. Does he exercise initiative to learn more than his assignment requires?			
12. Is he punctual in his attendance on the job?			
13. Is his appearance and dress in keeping with his associates?			
14. Are his relations with fellow employees satisfying and personal?			
15. Does his supervisor seem very willing to assist in his progress?			

16. Any problems?_____If yes, explain and state possible solution(s)._____

_____

_____

_____

_____

17. Is the work assignment, as initially drawn up, being followed?_____

18. Did the intern give the coordinator his daily diary copies?_____

19. Other _____

_____

_____

_____

_____

20. Next appointment:

Date _____

Time _____

_____
Coordinator

_____
Date

NOTE: Since later evaluation of the above statements must be considered in light of the length of the assignment, the coordinator should state the week of the assignment just completed prior to the visit.

Number of weeks just completed. _____

Eastern Illinois University
Charleston, Illinois 61920

EPDA 553
Instructional Management Program
to Advance Curriculum Training In
Career and Vocational Education

VISITATION SCHEDULE

WEEK OF ___/___/___					WEEK OF ___/___/___				
INTERN	LOCATION	APPOINTMENT DATE	APPOINTMENT TIME	COORD.	INTERN	LOCATION	APPOINTMENT DATE	APPOINTMENT TIME	COORD.
WEEK OF ___/___/___					WEEK OF ___/___/___				
WEEK OF ___/___/___					WEEK OF ___/___/___				
WEEK OF ___/___/___					WEEK OF ___/___/___				

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CHAPTER VI

EVALUATION DATA

This chapter contains the summaries of various evaluation techniques that were used during the duration of the project. The primary purposes of collecting this data were to: (1) revise the program while it was in progress and (2) discover ways to improve the program when it is offered in subsequent years and at other institutions.

Through monitoring of the program while it was in progress several changes were made. Originally all participants were to complete an internship in two different internship settings. However, it was quickly learned that some interns were in settings where there was such a vast variety of experiences that it would be best for the intern and the intern sponsor if the intern stayed with the same intern setting. Flexibility was immediately built into the internship program. The professional judgment of the project director and feedback from interns and intern sponsors was used to determine if interns should be placed in a second setting so that more learning experiences could be encountered.

It was also determined that this particular group of interns had very little knowledge about an important element of vocational programs: cooperative programs. Therefore, the project director interjected a cooperative program simulation into one of the courses so that the participants could become familiar with cooperative program philosophy and curriculum strategies and at the same time learn how simulations can be used in vocational and career education curricular offerings.

Evaluation summaries have been divided into four categories:

1. Evaluation of Speakers
2. Evaluation of Off-Campus Visitations
3. Evaluation of Class Projects
4. Evaluation of Internship
5. Unobtrusive Measures as General Indicators

Chapter 7 will contain some of the suggestions and recommendations for program modification. These suggestions and recommendations are based on the data gathered by the above five techniques.

EVALUATION OF SPEAKERS

Overall evaluation of each presentation or speaker was made by averaging evaluations given on five areas with "1" excellent and "4" poor. Areas were visual aids (including handouts); time consumed appropriate; practicality, speaker chosen appropriate to project learning. The average rating by each EDPA participant was summed and divided by the number of participants rating the speaker. Thus, the figures given below are overall ratings.

Program Approval and Evaluation	1 1/2
Business and Office Occupations	2
Health Occupations	1 1/2
Performance Objectives	1
In-Service Materials and Evaluation	2
Home Economics	1 1/2
Industrial Arts	3
Guidance and Counseling	2 1/2
Placement and Follow-up	1 1/2
Peoria Public Schools	2
Post-secondary and Adult Education	2
Program Evaluation and Approval	2
Chicago Public Schools	2
Special Education	2
Correctional Institutions	2
Advisory Committees	1 1/2
Budget Preparation	1

Comments: Some thought speakers took too long to present their information. Some speakers drug out topic to fill time. A better selection of speakers would have helped. Two people suggested that speaker should present materials and a question period could follow.

EVALUATION OF SPEAKERS (Continued)

Comments:

Several asked for proposal speaker to be scheduled at an earlier time. Discussion period needed. All subject matter areas should have been together. Subject area speakers needed to give information about new and innovative programs in their areas.

EVALUATION OF OFF-CAMPUS VISITATIONS

With a rating of "1" being highest and "5" lowest, the following ratings were given (averaged from the ratings given by those who attended):

1. How applicable was visitation according to needs of group?

   Casey 3 1/2; Quincy 1; Cumberland 3; Springfield 2; DVTE 1

2. Were the physical facilities appropriate?

   Casey 4 1/2; Quincy 1; Cumberland 2 1/2; Springfield 2; DVTE 1

3. The quality of materials given out to the participants

   Casey 4 1/2; Quincy 1; Cumberland 4; Springfield 1 1/1; DVTE 1

4. The quantity of materials given to participants

   Casey 2 1/2; Quincy 1; Cumberland 3; Springfield 1 1/2; DVTE 2

5. Was the time span at visitations well utilized?

   Casey 4; Quincy 1; Cumberland 3; Springfield 2; DVTE 1

6. Did the speakers address themselves to the topic as stated?

   Casey 3; Quincy 1 1/2; Cumberland 2 1/2; Springfield 2; DVTE 1

7. Effectiveness of speakers?

   Casey 4; Quincy 1 1/2; Cumberland 3 1/2; Springfield 2; DVTE 2

8. Method of presenting materials

   Casey 4; Quincy 1 1/2; Cumberland 3 1/2; Springfield 2; DVTE 1 1/2

9. Organizations of activities

   Casey 3; Quincy 1; Cumberland 4; Springfield 2; DVTE 1 1/2

10. What is your overall view of the off-campus visitations?

Comments: Good learning experiences. State evaluation team participation was the best off-campus experience I had. Too much time spent at lab in Springfield. DVTE visitation brought together all activities of class. Varied experiences. Could have used more class discussions after visitations.

EVALUATION OF CLASS PROJECTS

CRITERION REFERENCED TESTS (CRT'S)
FROM THE RESOURCE LABORATORY FOR THE MAINTENANCE
OF IMPROVEMENT OF INSTRUCTIONAL MANAGEMENT (RLMIM)

1. The CRTs covered the material from the RLMIM:

   Adequately 6; so-so 2; trivially 1

2. CRT questions were stated so that they were:

   Easily understood 6; so-so 2; not comprehendable 1

3. Defend or offer alternatives for CRTs and other formal testing in this course:

   Comments: Too much memory writing. Listing could have been better. Needed more hands on activities. More discussion of materials.

ESSAYS

1. Was the "Personal Philosophy" essay written at the appropriate time during the course?

   yes 6 No 3

2. Was the assembling of ideas you did in writing the "Personal Philosophy" essay:

   very helpful 6 so-so 3

3. Was the "Guidance Role" essay written at the appropriate time in the course?

   Yes 8 No 0

4. Was the assembling of ideas you did in the essay

   very beneficial 4 so-so 5

5. The number of essays written during the semester needs to be:

   More 2 Less 1 the same 5

SIMULATION PROJECT ON PROGRAM PLANNING

1. The placement of this project in the course should have been

   earlier 1 when it was 7 later 1

2. Your personal feeling as to the value of this project is:

   worthwhile 6 average 3

3. Did you have the appropriate background knowledge available before starting this project?

   yes 3 no 6

WORKSHOP BROCHURE

1. Was the brochure an appropriate learning device?

   yes 9 no -

PROPOSAL

1. Rate the proposal project as a learning device.

   worthwhile 7 so-so 2

2. Was consultant's assistance with project helpful?

   very helpful 2 so-so 7

3. Was there an adequate amount of background information available to begin on the proposal?

   yes 3 no 6

COMMERCIAL MATERIALS EVALUATION

1. Was the evaluation form appropriate for the IMPACT participants?

   yes 5 no 3

   Comments: should have had more middle school and secondary evaluations. Too much primary. Needed more introduction to evaluation materials and terminology. More experience needed using materials in classroom.

2. Rate the Friday previewing sessions:

   valuable 2 so-so 6 waste of time 1

COMMERCIAL MATERIALS EVALUATION (Continued)

3. Were the types of materials presented

excellent variety 4 so-so 4 too many of same kind 1

4. What suggestions would you have for improving the previewing of commercial materials?

several wished they had had experience using materials in a classroom situation

GOALS K-ADULT

1. Rate the goals of the project as a learning device.

worthwhile 5 so-so 4

2. Was the goals project done at the appropriate time in the semester?

yes 6 no 3

3. What suggestions would you have for improving the project?

Several said spend more time on suggesting goals in class discussions.

CURRICULUM GUIDE

1. Rate the curriculum guide project as you see it as a learning device.

worthwhile 7 so-so 3

Comments: Helped organize thoughts on integrating career education into the on-going curriculum.

2. Was the project done at the appropriate time?

yes 6 no 2

3. What suggestions would you have for improving the project?

Examples of good guide needed. More explanation of what is expected. Class discussion and review materials.

INTERNSHIP EVALUATION
Education Professions Development Act
IMPACT Project
Instructional Management Program to Advance Curriculum Training
in Vocational Education/Career Education

Circle one response for each item.

1. My input into selecting the location(s) for my internship was
   (a) very adequate
   (b) about the right amount
   (c) very inadequate

2. My input into selecting activities to perform during my internship was
   (a) very adequate
   (b) about the right amount
   (c) very inadequate

3. I feel my supervisor
   (a) gave me too much supervision
   (b) gave me about the right amou of supervision
   (c) should have given me more supervision

4. I feel the IMPACT project director
   (a) gave me too much feedback
   (b) gave me about the right amount of feedback
   (c) should have given me less feedback

5. I feel that the "split" internship (add your own response if you wish and circle more than one if you wish)
   (a) was good because it gave me a variety of experiences
   (b) was not good because it gave me inadequate time to comple activities I had begun
   (c) was _____

6. I feel the daily diaries and weekly report forms
   (a) were a pain to complete but realize the project director needed these for feedback
   (b) were a pain to complete and served no useful purpose
   (c) were easy to complete and I realize the project director needed these for feedback
   (d) were easy to complete but I no purpose for completing th

ADD ANY COMMENTS THAT YOU WISH WHICH WOULD HELP IMPROVE THE INTERNSHIPS:

INTERNSHIP EVALUATION (Continued)

Data which was gathered from the instrument on the preceding page revealed that:

1. Participants felt that they had very adequate (6) or about the right amount (4) of input into selecting the location (s) for their internship.

2. Participants felt that their input into selecting activities to perform during their internship was very adequate (4) or about the right amount (6).

3. Participants felt their supervisor gave them about the right amount of supervision (10).

4. Participants felt that the project director gave about the right amount of feedback (8) but two participants wished they had had more feedback.

5. In general, participants felt that the split internship was good (6). However, one participant felt it was not good because it "gave inadequate time to complete activities I had begun." This response was interesting because the individual who gave this response was given the choice of staying in the same location the entire semester or going to a new internship setting. The several participants who were not assigned to split internships did not respond to this item.

6. In general, the participants realized that it was necessary for them to complete weekly report forms and daily diaries. (4) participants, in fact, responded that the forms were easy to complete and they realized the project director needed the forms for feedback. (3) indicated the forms were a pain to complete but they realized the project director needed the forms for feedback. (3) indicated that the forms were a pain to complete and they saw no useful purpose for the forms. It was interesting to note that one of these latter responses was from an intern who had difficulty in communicating with the supervisor in relation to work assignment. On the basis of feedback received from the forms, the project director had a conference with the supervisor and the intern. Evidently, it was not clear to the intern that the forms had helped the director be aware of a situation that could have caused more adverse conditions to occur. Evidently, the director needs to be more explicit in pointing out just how the forms are used.

INTERNSHIP EVALUATION (Continued)

One excellent suggestion was made in response to the open-ended question which requested that participants make comments on things that would improve the internship. One participant suggested that all interns be given the opportunity to explore several possibilities for internships before the internship begins. The project director recommends that during the first semester of the program that the participants be given the assignment of designing their own internship program for the second semester.

Other responses to the open-ended question were related to other questions which appeared on the instrument and, in general, were elaborations of why responses were checked in a certain manner.

An overall observation of each instrument revealed that one participant's responses tended to be much more negative than responses given by the other nine participants. It is difficult to draw any conclusions and make any recommendations from this participant's responses because the criticisms were such that it would be almost impossible to create conditions which would alleviate the criticisms. For example, the comment was made that the internship needs to be for 12-16 semester hours of credit. This could very well be true but it would also constitute about half the hours that are needed for a master's degree and would be rejected by most departmental curriculum committees.

From the responses to the internship evaluation instrument and from comments that were made from time to time during the internship semester, it was concluded that the internship should indeed be a part of the program of offerings for the participants. An internship is a time when any dependecy relationships that have been developed between students and university instructional staff have to be severed. Some graduate students are willing to exercise the independence that is necessary for completing a successful internship. For some, it is a frustrating time when university staff members are no longer there for reinforcement. It becomes immediately obvious which graduate students have the vocational maturity to handle internships and which ones have to mature as the internship progresses. Perhaps one intern's written response on the evaluation instrument says it best: "When mature individuals are allowed to work in areas of high interest, the productivity is usually very high. This was obvious during the internship."

UNOBTRUSIVE MEASURES AS GENERAL INDICATORS

Sometimes very valuable evaluation data is provided by the day-to-day happenings that occur:

1. There were no program dropouts.

2. A Title III program of a nearby school district has requested that three of the EPDA participants become staff members for a career education program that is proposed for next year.

3. Two EPDA participants prepared a proposal to develop curricular materials for Small Business Ownership. This was done in addition to their other EPDA program responsibilities.

4. Twelve inquiries have already been received from individuals wishing to participate in next year's program.

CHAPTER VII

RECOMMENDATIONS FOR FUTURE PROGRAMS TO PREPARE CURRICULUM SPECIALISTS IN VOCATIONAL/CAREER EDUCATION

The following recommendations were based on the evaluation data which was presented in Chapter 6.

1. If possible, the program should coincide with the school calendar of the educational institution offering the program. This is suggested if credit is to be given for course work undertaken. The late notification of program approval caused the start-up date to be one month after the semester began. As a result, very intensive course work had to be given to make up for the class meeting time that had already been lost. Participant evaluations repeatedly reflected that there was not enough time for class discussion and reflection on the topics that were presented during this intensive semester.

2. All topical areas that were included in the program for this year should be included again. An area that should probably receive more emphasis is the writing of curricular materials. This year three participants served internships in a setting where they had an oppotunity to be involved in writing curricular materials. More opportunities were available to become involved in writing materials but many of the participants preferred to do other types of curriculum-based internships. Part of this is a reflection of the selection procedures. Not enough lead time was given to attract those with an interest in the writing of curricular materials.

3. It should be recommended to all participants that they should try to complete course work that will lead to a supervisory or administrative endorsement. Many curriculum positions require this type of certification.

4. It should be stressed to participants that the jobs they may be qualified for will have various titles. They should not expect the title "Career Education Curriculum Specialist" to appear in many placement announcements. Instead, they will put their curriculum development skills to work as vocational directors, project directors for career education programs, department chairperson, guidance counselor, principal, and teacher.

5. Flexibility should be built into the internship portion of the program. Some internship settings are appropriate settings for an entire semester. Other settings are better suited to a short-term internship. Devise several internship patterns that fit with the interests, needs, and educational experiences desired by each intern.

6. During the first semester participants should be given the opportunity to explore several internship possibilities and plan their own internship for the second semester.

7. Evaluation and grading of participants in an EPDA program some times becomes of concern--particularly when the group is small and close-knit. For some of the participants, the submission of a research proposal and its acceptance or rejection by an independent team of reviewers was a new and very difficult learning experience. This was a highly competitive experience. A whole series of competitive experiences can quickly tear apart group rapport. However, the project director is recommending that this one reality-based experience should be continued. It is also recommended that honest, direct feedback (with no soft pedaling) be given to each intern. Teacher educators sometimes do not like to deal with any situations where tension is likely to occur. However, it can be argued that we are abdicating our responsibility if we do not teach students how to deal with disappointment, how to deal with attitudinal concepts, how to cope with situations that require good human relations skills, and what the real world is like.

   The project director deemed the proposal writing experience a success when two of the individuals who did not get their proposals accepted chose to write a proposal when RFPs were issued from the Professional and Curriculum Development Unit of the Illinois Division of Vocational and Technical Education.

8. Every attempt should be made to have participants become a member of an on-site evaluation team. This is the one experience that gives students a global view of an actual public school or junior college program.

THE IMPACT PROJECT

During the 1970's Eastern Illinois University has established a nationwide reputation in the development of effective career education and vocational education curricular materials. From 1970-72 multi-media packages of K-9 career education materials known as OCCUPACS were developed with funding provided by the Illinois Division of Vocational and Technical Education. The OCCUPAC Project was followed by the Enrichment of Teacher and Counselor Competencies in Career Education Project (ETC Project). The ETC Project was one of two major K-6 career education curricular projects funded by the Bureau of Adult, Vocational, and Technical Education, United States Office of Education. Both projects produced curricular materials for students and teachers which will soon receive distribution from commercial publishers.

The curriculum development expertise at Eastern Illinois University is currently being used to conduct one of the first programs under the auspices of the Education Professions Development Act to prepare curriculum specialists in vocational/career education. Ten program participants with backgrounds in business education, industrial arts, educational administration, guidance and counseling, home economics, and health occupations constitute the first group of graduate students selected for the program. At the end of one year (September 1974 - August 1975) the program participants will have been prepared in the following areas:

Curriculum Development Theory and Philosophy
Career Development Theory
Individualizing Instruction
Performance Objectives and Criterion Referenced Testing
Instructional Materials Design and Evaluation
Instructional Materials Management Systems
Strategies for Planning, Conducting, and Evaluating Inservice/Professional Development Activities
Strategies for Effecting Educational Change
Administration and Supervision of Vocational Education
Fiscal and Personnel Management of Vocational/Career Education Programs
Legislation Affecting Vocational/Career Education

Participants (depending upon area of individual program emphasis) will be prepared to be employed as:

Vocational and Career Education Curriculum Directors
Vocational and Career Education Administrators
Vocational and Career Education Project Directors
Vocational and Career Education Materials Developers
Classroom Teachers
Guidance Counselors and Directors of Guidance Services

Marla Peterson
IMPACT Project Director

IMPACT PROJECT ADMINISTRATIVE STAFF

Dr. Marla Peterson, Project Director
Buzzard Building
Eastern Illinois University
Charleston, Illinois 61920

William Reynolds, Coordinator
Professional and Curriculum
Development Unit
Illinois Division of Vocational
and Technical Education
Springfield, Illinois 62706

Charles Hempstead, EPDA Projects Director
Professional and Curriculum Development
Unit
Illinois Division of Vocational and
Technical Education
Springfield, Illinois 62706